ED 430 075 AA 001 309

Resources in Education (RIE). Volume 34, Number 10.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, parents, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains all five of the indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 430 076 CE 077 054

PEPNet '98. Promising & Effective Practices Network. Lessons Learned from 43 Effective Youth Employment Initiatives.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, DC.; Ford Foundation, New York, NY.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Mott (C.S.) Foundation, Flint, MI.
PUB DATE- 98
NOTE- 126p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Academies; Career Counseling; Career Development; Career Exploration; Community Education; Community Programs; Dropout Prevention; Dropout Programs; *Education Work Relationship; Educational Practices; Educational Quality; *Employment Programs; *Employment Services; Internship Programs; Job Training; Labor Force Development; Learning Activities; Mentors; Minority Groups; On the Job Training; Partnerships in Education; Postsecondary Education; Prevocational Education; Program Descriptions; Program Effectiveness; School Business Relationship; Secondary Education; Success; Summer Programs; Urban Areas; Urban Education; Work Experience Programs; *Youth Employment; *Youth Programs
IDENTIFIERS- Job Corps; Job Shadowing

This document consists of descriptions of 43 effective youth employment initiatives that were identified by the Promising and Effective Practices Network (PEPNet), a project of the

ED 430 093 CE 078 563

Wilhelm, William Joseph
A Delphi Study of Desired Entry-Level Workplace Skills, Competencies, and Proof-of-Achievement Products.
PUB DATE- 99
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; *Competence; *Delphi Technique; Educational Research; Entry Workers; *Informal Assessment; Job Application; *Job Performance; *Job Skills; *Performance Based Assessment; Personnel Evaluation; Portfolios (Background Materials); Postsecondary Education; Resumes (Personal); Secondary Education
IDENTIFIERS- Secretarys Comm on Achieving Necessary Skills

A study determined specific skills and competencies that employers in Tempe, Arizona require in entry-level employees. It identified student-produced performance products applicants can use to signal proficiency in the skills and competencies. A modified Delphi inquiry was used, with 3 rounds of questionnaires over a 5-month period to survey 24 business and nonbusiness employment professionals. Quantitative and qualitative data gathered in each survey round were summarized and used to construct the next round's survey questionnaire. The Secretary of Labor's Commission on Achieving Necessary Skills (SCANS) Report was the basis for rating the importance of entry-level workplace skills and competencies. The panel of experts generated performance product ideas that could signal proficiency in each SCANS skill and competency and rated and ranked the performance products on Likert-type scales measuring applicability and usefulness to hiring personnel. Findings were a rank ordering by importance to the organization of SCANS skills and competencies that showed human interactive skills and competencies as most critical, technological and resource management skills and competencies as least, and a list of performance products to signal proficiency in a skill or competency--traditional (application forms, transcripts, letters of recommendation, lists of extracurricular activities, resumes) and nontraditional products (written documents, videotaped presentations, electronic media documentation, portfolios, exhibitions). (30 references) (YLB)

ED 430 094 CE 078 564

Hershey, Alan M.; Silverberg, Marsha K.; Haimson, Joshua; Hudis, Paula; Jackson, Russell
Expanding Options for Students. Report to Congress on the National Evaluation of School-to-Work Implementation.
SPONS. AGENCY- Department of Education, Washington, DC. Planning and Evaluation Service.
PUB DATE- 99
NOTE- 200p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Career Development; Career Education; Case Studies; Cooperative Planning; Curriculum Development; *Education Work

ED 430 110 CE 078 610

Lindfors, Linnea
Sloyd Education in the Cultural Struggle. Part VIII. An Outline of a Sloyd Educational Theory. Report No. 4.
PUB DATE- 99
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Educational Practices; Educational Research; Educational Strategies; *Educational Theories; Elementary Secondary Education; Foreign Countries; General Education; *Handicrafts; *Holistic Approach; Learning Activities; Learning Processes; Systems Approach; Teacher Student Relationship; Teaching Methods; *Theory Practice Relationship; *Vocational Education
IDENTIFIERS- *Sloyd Education; *Sweden

This book outlines sloyd educational theory ("sloyd" being an umbrella term for different educational crafts in various areas and at different levels of the educational system whose scientific basis lies in crafts science). The following topics are among those discussed: methodological framework of research on sloyd education; sloyd education in various areas and at various levels within the educational system; teaching-studying-learning process in sloyd education and the steering system; the basic theories (educative sloyd as a holistic activity system, functions within the sloyd activity system, dimensions of educative sloyd actions, directions and strategies in educative sloyd actions, formative results of educative sloyd actions and learning); knowledge areas within sloyd education (knowledge related to sloyd production, knowledge related to the work object, overall knowledge areas); pupils' educative sloyd process and application of sloyd theories in education (dynamic-evolutional thinking; the experienced educative sloyd process and normative steering system; perspectives of description; the design, planning, and manufacturing phases); and emergence of a hierarchical systems theory of sloyd education. The report contains 44 references and 13 figures. Appended are a diagram of the sloyd educational process and an annotated bibliography of 12 research studies on sloyd education. (MN)

ED 430 111 CE 078 611

Young, William H., Ed.
Continuing Professional Education in Transition. Visions for the Professions and New Strategies for Lifelong Learning.
PUB DATE- 98
NOTE- 360p.; "Foreword by Ronald M. Cervero."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010), Collected Works - General (020)
DESCRIPTORS- Career Change; *Educational Trends; *Employment Patterns; *Employment Practices; Employment Qualifications; *Futures (of Society); Higher Education; Individual Development; Inservice Education; Lifelong Learning; Management Development; *Professional Continuing Education; *Professional Development; Professional Occupations; Teacher Improvement

This book contains 22 chapters, each by separate authors, about the present and changing state of continuing professional education. The following are included: "Introduction" (William H. Young); "Visioning in Continuing Professional Education via

ED 430 128 CE 078 655

Lyday, W. Jackson; Winecoff, H. Larry; Hiott, Beverly C.
Connecting Communities through Service Learning. Linking Learning with Life.
SPONS. AGENCY- Corporation for National Service, Washington, DC.; South Carolina State Dept. of Education, Columbia.
PUB DATE- 98
NOTE- 38p.; For related documents, see CE 078 654-667. Illustrations and colored type may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Agency Cooperation; *Citizenship Education; Cooperative Planning; Coordination; Delivery Systems; *Educational Benefits; Educational Cooperation; Elementary Secondary Education; Human Services; *Partnerships in Education; Public Agencies; Records (Forms); *School Business Relationship; *School Community Relationship; *Service Learning

This booklet, which is intended for individuals involved in the delivery of service learning, provides ideas and strategies for developing or expanding service learning partnerships. The booklet begins with an overview of service learning that outlines service learning's benefits to schools, the community, and service learning partners. Discussed next are types of service learning activities (direct service activities, indirect service activities, and advocacy) and service learning project models (one-shot projects, ongoing projects, and student placement models). Next are explained the benefits, characteristics, and operation of the service learning partnerships with human service agencies and civic organizations, business and industry, and schools. The following four phases of establishing service learning partnerships are detailed: generating a service learning resource file; identifying the appropriate agency options; assessing effectiveness of the project and the partner; and strengthening and sustaining partnerships. The roles and responsibilities of the following partnership members are outlined: service learning coordinator, service learning teachers, students, agency/organization representatives, school administrators, and service learning advisory teams. Concluding the booklet are reflections from students, community agencies, and schools involved in service learning. Appended are the following forms: service learning agreement, community service evaluation, student evaluation, and service learning observation. (MN)

ED 430 129 CE 078 656

Burt, Vickie J.
Digging for Buried Treasure. Finding Funding for the Future in Service Learning. Linking Learning with Life.
SPONS. AGENCY- Corporation for National Service, Washington, DC.
PUB DATE- 99
NOTE- 34p.; For related documents, see CE 078 654-667. Illustrations may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

ED 430 145 CE 078 685

Sedgwick, Steve
Education, Training and Youth Affairs--Issues and Public Policy Responses.
PUB DATE- 98
NOTE- 18p.; Paper presented at the National Congress of the Australian Council of Social Science (ACOSS) (Adelaide, South Australia, Australia, November 5-6, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Delivery Systems; *Education Work Relationship; Educational Legislation; Elementary Secondary Education; Federal Government; Federal State Relationship; Foreign Countries; Government School Relationship; Job Training; *Lifelong Learning; Postsecondary Education; *Privatization; *Public Policy; *Vocational Education
IDENTIFIERS- *Australia

Education and training in Australia represent a significant sector of the economy, comprising some 7 percent of the Gross Domestic Product. Public policy is fashioned to support three main sectors: schools, vocational education and training, and higher education. The mix of Commonwealth policy across these sectors is determined by distribution of federal responsibilities and emerging needs of the sector and the community. A major issue for public policy is the very rapid development of the knowledge economy and its meaning for the future of learning and work. Particular issues concern the meaning of the concept of lifelong learning, how best to smooth the transitions between learning and work and between learning experiences, and the very wide gap that still remains between indigenous and nonindigenous Australians in levels of educational access, participation, progression, performance, and outcomes. Significant developments in government/public administration are shaping the type of policy responses available for public support and delivery of education and training. The main trend is the growing use of private providers in a contestable delivery framework. Consequences of the separation of purchaser and provider (policymaker and policy implementer) are greater transparency of costs and new challenges in risk management. (Six tables illustrate changes in employment by occupation, high growth occupations, declining occupations, and industry changes in expenditure on training.) (Author/YLB)

ED 430 146 CE 078 689

Finn, Peter
The Delaware Department of Correction Life Skills Program. Program Focus.
PUB DATE- 98
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adults; Cognitive Restructuring; Continuing Education; *Correctional Education; *Correctional Rehabilitation; *Daily Living Skills; *Moral Development; *Outcomes of Education; Prisoners; Program

ED 430 166 CG 029 227

Schubot, David B.
South Dakota Youth Risk Behavior Survey Report, 1997.
SPONS. AGENCY- Centers for Disease Control and Prevention (DHHS/PHS), Atlanta, GA.
PUB DATE- 97
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Health Needs; High School Students; High Schools; Preventive Medicine; Public Schools; Risk; *Risk Management; State Surveys; *Youth Problems
IDENTIFIERS- Bureau of Indian Affairs Schools; South Dakota; *Youth Risk Behavior Survey

The Youth Risk Behavior Survey (YRBS) was administered in a stratified random sample to South Dakota public schools including Bureau of Indian Affairs schools; private schools were not included. The six priority health-risk behaviors assessed in the YRBS are: (1) intentional and unintentional injuries; (2) tobacco use; (3) alcohol and other drug use; (4) sexual behaviors that result in HIV infection, other sexually transmitted diseases, and unintended pregnancy; (5) dietary behaviors; and (6) physical activity. A description of sampling strategy, description of sample, weighting of responses, and rationale for each question are provided. Results are presented for each of the six health risk behaviors along with the related national health objectives for the year 2000. Results are summarized for years 1991, 1993, 1994, and 1997. In addition to presenting the overall results for each question, a separate breakdown is provided for each grade level. Data is provided in graphs showing percentage of responses to each question by year and by grade. (Contains 41 references.) (EMK)

ED 430 167 CG 029 228

Brown, Randall Anthony
The Influence of Extracurricular Activity Participation upon Youth Problem Behavior: School Connection as a Mediator.
PUB DATE- 99
NOTE- 177p.; Doctoral dissertation, University of California, Davis.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Extracurricular Activities; *Participation; *Prosocial Behavior; Secondary Education; Secondary School Students; Student Development; *Youth Problems
IDENTIFIERS- *Affiliative Behavior; Mediation Techniques

How participation in extracurricular activity participation (EAP) encourages prosocial behavior is investigated. A sense of connection to prosocial entities is understood to influence youth behavior. This study tests the hypothesis that the impact of EAP is mediated by a youth's sense of connection to the school. Using a diverse sample of secondary students from two school districts (N=1,756), the following research questions were investigated: (1) What constitutes school connection construct? (2) Is extracurricular activity participation associated with a decreased likelihood of youth problem behavior? (3) Is extracurricular activity participation associated with increased sense of school connection? (4) Is school connection associated with a decreased likelihood of

ED 430 186 CG 029 275

Barker, Katrina; Dowson, Martin
Performance Approach, Performance Avoidance and Depth of Information Processing: A Fresh Look at Relations between Students' Academic Motivation and Cognition.
PUB DATE- 99
NOTE- 26p.; Paper presented at the Annual Conference of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Cognitive Processes; Elementary Education; Foreign Countries; Interviews; Literature Reviews; Objectives; *Recall (Psychology); Research; *Student Motivation; *Verbal Ability
IDENTIFIERS- Australia (Sydney); *Avoidance Responses

This study combines a trichotomous motivational variable (mastery goal, performance approach, and performance avoidance goal) with an information-processing variable referred to as depth of processing, to investigate the effects of motivation on the encoding and recall of verbal information with a sample of infants and primary grade students (N=201) in Sydney, Australia. This study was able to replicate the design and pattern of results concerning the relationship between students' motivational orientations and the depth of students' information processing achieved by Graham and Golan. After analyzing the motivational prompts by Graham and Golan and recording similar results, it appears that they assessed a performance-avoidance rather than an ego-involving (performance-approach) condition. The results indicate that, even in the presence of a performance-avoidance or approach orientation, recall of verbal information was superior when it was analyzed for meaning (deep processing) rather than when the focus was on superficial characteristics (shallow processing). This indicates that deep processing may be relatively robust to varying motivational conditions. More differences were evident at the deeper levels of processing and in the second interview, which may indicate that motivational orientation may have "sleeper" effects on students' retrieval of information. (Contains 44 references, 2 figures, and 3 tables.) (Author/MKA)

ED 430 187 CG 029 276

Alexander, Ellen
Learning All about Court with "B.J."! An Activity Book for Children Going to Federal or Tribal Court.
SPONS. AGENCY- Department of Justice, Washington, DC. Office of Justice Programs.
PUB DATE- 97
NOTE- 43p.; Illustrated by John Suhr. Adapted from the "B.J. Learns about Federal and Tribal Court" videotape produced by the U.S. Attorney's Office, District of Arizona.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Activities; *Child Role; Children; Court Judges; Court Reporters; *Court Role; *Courts; Juries; Lawyers

ED 430 206 CG 029 306

School-Based and School-Linked Programs for Pregnant and Parenting Teens and Their Children. A Synthesis of Conference Proceedings (Washington, DC, November 5-6, 1997).

SPONS. AGENCY- National Inst. on Early Childhood Development and Education (ED/OERI), Washington, DC.

PUB DATE- 99

NOTE- 66p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021),Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- *Adolescents; Case Studies; Day Care; *Early Parenthood; Educational Policy; Federal Government; Graduation; Health; Intervention; Literature Reviews; *Parents; *Pregnant Students; Preschool Children; Preschool Education; Prevention; Secondary Education; Social Support Groups; State Government

IDENTIFIERS- Case Management

This booklet presents information gathered at the November 1997 conference conducted by the National Institute on Early Childhood Development and Education in cooperation with EduTech, Ltd. The conference brought together educators, social workers, health professionals, researchers, teen parents, grandparents, government officials, and others involved with programs for pregnant and parenting teens. Conference participants considered the following questions: how do education and supportive services influence outcomes for pregnant and parenting teens and their children? what have state and local programs learned about improving outcomes for teen mothers and their children? how can schools more effectively prevent teen pregnancies and delay parenting, while maintaining supportive environments that enable teen parents to continue their education? The research base in adolescent pregnancy and parenting, conference themes, policy implications, and recommendations that came out of the conference are discussed. Appendixes include: "Conference Agenda and Participants List"; "Silver Springs High School Model for Pregnant and Parenting Teens"; "Painful Choices" (Katherine Boo); "Classrooms Brace for Teen-Aged Parents, and Babies" (Felicia R. Lee). (Author/MKA)

ED 430 207 CS 013 298

Gardner, Hilary A.

The Role of Error Correction in Working with Emergent Readers.

PUB DATE- 98

NOTE- 12p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- *Beginning Reading; Classroom Techniques; Elementary Education; *Emergent Literacy; *Error Correction; *Feedback; Literature Reviews; Reading Difficulties; *Reading Instruction; Reading Research; Student Attitudes; Student Role; *Teacher Role; Writing Instruction

Numerous studies have addressed questions concerning when it is appropriate for a teacher to give oral or written corrective feedback of an emergent reader's efforts; when students should begin to take a personal role in noting their errors; and how corrective feedback is most efficiently handled. Correction should focus primarily on errors that disrupt meaning. A teacher's role, especially as a model, is crucial in developing

ED 430 226   CS 216 517

Muniz, Eva Vera
Lassoing Levels of Language.
PUB DATE- 98
NOTE- 7p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (49th, Chicago, IL, April 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; English (Second Language); *Language Usage; Teaching Methods; Two Year College Students; Two Year Colleges; Writing (Composition); Writing Difficulties; *Writing Improvement; *Writing Instruction; Writing Processes; Writing Skills
IDENTIFIERS- *Academic Discourse

In early stages of writing, the writing process encourages "writing the way we talk," but in the end students are expected to write as academicians: a student must control his/her written level of language. For English speaking students, needing to belong to ingroups, and the casual attitude of American society both contribute to students' decisions (or inabilities) to use an appropriate level of language for writing. Students who have grown up speaking and listening to Black English Vernacular, Spanglish (a hybrid of English and Spanish), or other languages often have difficulty writing in Standard American English. Teaching students various levels of writing from casual to informal to formal, a writing teacher developed a lesson to help students determine the appropriate level to use for their audience when writing academic papers. Hearing, analyzing, and presenting a fairy tale in three different writing levels, students realize the importance of writing levels to their audience. (Contains five references.) (SC)

ED 430 227   CS 216 665

Soles, Derek
Gender Equity and the State of the Union.
PUB DATE- 99
NOTE- 9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (50th, Atlanta, GA, March 24-27, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *English Instruction; Higher Education; *Language Usage; *Pronouns; *Sex Fairness
IDENTIFIERS- Gender Issues; *Gender (Language); *Language Sensitivity

This paper contends that anyone who teaches English or who wants to write or publish must be sensitive to the issue of gender equity in language, whether in the use of police officers, not policemen, flight attendants, not stewardesses, or the exclusive use of the masculine pronoun, which was the standard years ago. Writers can avoid gender bias by making a gender-neutral noun plural which allows for the use of the plural pronoun which is gender neutral. The use of "they" or "their" as singular pronouns which refer to an indefinite pronoun is

ED 430 245 CS 216 709

Rougle, Eija
A Lifelong Middle School Teacher Never Stops Learning: The Case of Cathy Starr.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Role; Case Studies; *Classroom Environment; Classroom Techniques; *English Curriculum; *English Instruction; *English Teachers; Grade 7; *Middle School Teachers; Middle Schools

A case study introduced Cathy Starr, a seventh grade language arts teacher in a school known for its excellence in English/language arts instruction, and described a two year in-depth research and observation study on how Starr teaches language arts and what influences her professional life has on her approach and instruction. Hudson Middle School, where Starr teaches, and the Schoonhavn district along with the support of a strong suburban community, benefits from the visionary leadership of Hope Anderson and Kim Lehrer, who were the driving forces in the area of staff development and curriculum planning in the district and in the middle school. The professional life at Hudson is enriched with an "expectation of participation and input" from the teachers from developing the curriculum to district-sponsored activities to department meetings to classroom learning. Starr teacher language arts with a great deal of interaction with her colleagues. Her main goal as an educator is to learn more about engaging students in thinking about literature. The system allows an experimental environment that encourages students and teachers to take risks. She teaches language arts energetically with a focus on student interaction, lots of reading, writing, and discussion, and lots of student questions. (Contains a Seventh Grade Language Arts Final Examination, four references, a list of five related reports and case studies from the Excellence in English Research Project, and a survey instrument.) (SC)

ED 430 246 CS 216 717

Ballator, Nada; Farnum, Marisa; Kaplan, Bruce
NAEP 1996 Trends in Writing: Fluency and Writing Conventions. Holistic and Mechanics Scores in 1984 and 1996.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 69p.; "In collaboration with Claudia Gentile, Elissa Greenwald, Debra Kline, John Mazzeo, and Ingeborg Novatkoski."
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; Elementary Secondary Education; Grade 11; Grade 4; Grade 8; Grammar; *Holistic Evaluation; Punctuation; Scores; *Scoring; *Sentence Structure; Spelling; Tables (Data); Test Use; *Writing Achievement; *Writing Evaluation; Writing Research; Writing Skills
IDENTIFIERS- National Assessment of Educational Progress

Supplementary to "NAEP 1996 Trends in Academic Progress," this

ED 430 268 EA 029 756

Lake, Robin J.; Hill, Paul T.; O'Toole, Lauren; Celio, Mary Beth
Making Standards Work: Active Voices, Focused Learning.
PUB DATE- 99
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Standards; *Comparative Analysis; Educational Change; *Educational Improvement; Intermediate Grades; Program Effectiveness; State Surveys
IDENTIFIERS- Washington

This report is based on a survey of two statewide samples of elementary schools whose fourth-grade students took a state test in reading, writing, mathematics, and listening. The first sample was a group of 30 schools whose scores had improved significantly from 1997 to 1998. The second sample was a comparison group of 10 schools that served demographically similar students and were located in the same parts of the state as the first group but whose scores had improved only slightly or not at all. The principals of the schools, or a principal's designee, were also interviewed. Findings indicate that schools that made significant gains in test scores took a proactive approach toward improvement. Principals and teachers in these schools assessed strengths and weaknesses, set a limited number of priorities, focused on improving instruction, and took the initiative to find the help the school needed. It was also found that effective changes in teaching methods and materials were focused and schoolwide, not random and fragmented; that improving schools operate as teams; that professional development is school development; that performance pressure is positive when it leads to determination, not to fear; and that improving schools do not wait for help as they make strategic use of limited resources. (RJM)

ED 430 269 EA 029 774

Bhattacharyya, Maitrayee
Creating a New Research Agenda on Race, Gender, and Class Impacts on Educational Achievement and Underachievement. A Workshop on Race, Gender, Class, and Student Achievement (Washington, DC, March 6, 1998).
PUB DATE- 98
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Academic Failure; Elementary Secondary Education; *Racial Factors; *Research Needs; *Sex Role; Sex Stereotypes; *Social Attitudes; Stereotypes

This report presents the results of a workshop on race, gender, class, and student achievement. The workshop was called to help set the nation's educational-research agenda with regard to social-status distinctions. Invited panelists made recommendations about how race, gender, and class should be conceptualized and measured in educational research and how educational research can incorporate analyses that examine the isolated and interactive effects of race, gender, and class. The report summarizes panelists' recommendations and includes four broad topical sections: "The Concepts of Race, Gender, and

ED 430 287 EA 029 809

Research of Education Issues in Southern Regional Education Board States.
PUB DATE- 99
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Educational Finance; Educational Needs; Educational Resources; Elementary Secondary Education; Expenditure Per Student; Financial Services; Reports; *School District Spending; Student Costs
IDENTIFIERS- Louisiana; *Southern Regional Education Board

This report, which focuses on education in Louisiana, gives the results of research on various education issues in Southern Regional Education Board (SREB) states and provides information on how southern states collect and use different education-related data. The article discusses education costs and revenues, as well as how financial, student, and teacher data are transmitted from local school districts to state departments of education. The methodology for collecting data involved contacting officials from SREB states to identify and to request reports similar to Louisiana's Annual Financial and Statistical Report. The reports were reviewed and officials from SREB states were interviewed to determine sources of education revenue and reveal the types of education expenditures for each SREB state. The findings revolve around 11 central questions, such as "what percent of education dollars in SREB states comes from federal, state, and local funding"? and "how are education costs broken out in SREB states"? Findings show that most SREB states operated their education system similar to the Louisiana Department of Education. Common themes emerged as related to education costs, revenue sources, teacher certification, and the definition of "at risk" students. Like Louisiana, SREB states rely heavily on local schools and districts to submit reliable and valid data. (RJM)

ED 430 288 EA 029 810

Svec, Lawrence V.; Pourdavood, Roland G.; Cowen, Lynn M.
Challenges of Instructional Leadership for Reforming School.
PUB DATE- 99
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Standards; *Educational Change; Educational Environment; Elementary Education; Elementary School Mathematics; *Instructional Leadership; *Mathematics Instruction; Resistance to Change
IDENTIFIERS- National Council of Teachers of Mathematics

This paper presents a study that examined the processes used by a school community and school leaders in a K-4 elementary school to implement reform mathematics instruction. The research, based on a case study, explored the changing nature of classroom environments, where teachers created learning opportunities, and the transformation in leadership strategies and changes in teachers' roles and relationships. Overall, the

ED 430 307 EA 029 831

Hunt, Thomas J.
Doctoral Dissertations on Catholic Schools in the United States, 1988-1997.
PUB DATE- 98
NOTE- 110p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Catholic Schools; Catholics; *Doctoral Dissertations; Educational Assessment; Elementary Secondary Education; Higher Education; Profiles

This booklet provides synopses of 302 dissertations, all written in the period from 1988 to 1997, that focus on Catholic schooling. Of the total, 156 of the dissertations originated at non-Catholic universities, with 106 of these authored at state-supported, public institutions. The dissertations are grouped under the following categories: administration, leadership, principals, supervision; bishops, pastors, priests; boards, governance community; curriculum, academic programs; diversity-ethnic, innercity, international, minority, multicultural, racial, special needs; elementary education; finance; gender; history; identity mission; justice; law; parents; planning; reform, restructuring; religion, faith, morality, values; religious orders; school choice; secondary education; students; teachers; and technology. Each entry features the name of the author, the title of the work, the institutional affiliation of the author, and the year of completion. The entries also include a summary of the dissertation. When considered chronologically, the publication rate of dissertations did not vary much by year, ranging from 27 to 36. Of all the categories listed, administration, leadership, principals, supervision contained the most dissertations, 40, followed closely by history at 35. Only two of the dissertations addressed the subject of technology. (RJM)

ED 430 308 EA 029 832

Hyman, Ronald T.
Mandatory Community Service in High School: The Legal Dimension. Monograph Series, No. 63.
PUB DATE- 99
NOTE- 167p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Citizenship Responsibility; Civil Rights Legislation; *Court Litigation; *Graduation Requirements; High Schools; School Community Programs; *School Law; *Service Learning; *Student Participation; Student Volunteers
IDENTIFIERS- *Community Service

This book focuses on three court rulings affecting mandatory high-school community service. It examines the rationale, functioning, and outcomes of high-school community-service programs and addresses the significant legal aspects of community service. It also analyzes court opinions and related legislation on community service and points out some possible future changes in these laws. The text is divided into eight chapters and outlines the four purposes of community service, such as the intellectual and academic benefits that accrue to students. It then turns to three mandatory programs that were

ED 430 327 EC 307 173

Grayson, Paul J.
The Performance of "Gifted" High School Students in University.
PUB DATE- 99
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; College Students; Foreign Countries; *Gifted; *Graduate Surveys; High Schools; Higher Education; *Outcomes of Education; *Self Concept; Self Esteem; Self Evaluation (Individuals); Special Programs; Thinking Skills
IDENTIFIERS- *York University ON

This study followed 513 graduates of regular, gifted, and private school programs in Ontario over 4 years as students at York University (Toronto). Overall, the study found that having participated in a gifted program in high school did not result in increased levels of achievement in university. However, it did find that graduates of gifted high school programs had slightly more positive self-concepts than other students in some areas. Tables summarize data on high school program by family income, grade point average, and by high school program and the following self-assessed skills: thinking and reasoning skills, problem solving skills, planning and organizing skills, communication skills, interpersonal skills, and quantitative skills. (Contains 25 references.) (DB)

ED 430 328 EC 307 174

Financial Aid for Students with Disabilities, 1999.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 99
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Bound Students; College Students; *Disabilities; *Federal Aid; *Federal Programs; Financial Support; Grants; Higher Education; Information Sources; Scholarships; *State Agencies; State Aid; *Student Financial Aid; *Student Loan Programs; Vocational Rehabilitation

This resource paper provides an overview of student financial aid and discusses the roles and responsibilities of those who play a significant part in the process of providing aid to students with disabilities. The paper also addresses the financial aid application procedure and suggests timeliness and resources for those individuals who are seeking financial aid. The information in this paper reflects information for the 1999-2000 school year. Included is a brief description of Vocational Rehabilitation (VR) Agencies, the services they provide, and the interaction between the state VR agency and the financial aid office of a postsecondary institution. Federal programs described include: Federal Pell grants, Federal Supplemental Educational Opportunity Grants; Federal Work-Study; Federal Perkins Loans; Federal Family Education Loans; and Direct Loans. Specific program terminology explained includes: "family contribution," "cost of attendance," "financial aid package," and "disability related expenses." Also addressed are other sources of financial assistance including Supplemental Security

ED 430 348 EC 307 198

Myers, Lynda R.; Hulsebosch, Patricia
From Deaf Homes to Hearing Homes: Building Bridges via Schools.
PUB DATE- 99
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 20, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Rearing; *Cultural Differences; Curriculum; *Deafness; Elementary Secondary Education; Mentors; *Parent Child Relationship; *Parent Education; Parent School Relationship; *Parenting Skills; Program Design; Staff Development; Student Needs; Workshops
IDENTIFIERS- Illinois (Chicago)

This paper describes the Chicagoland Deaf Parent to Hearing Parent Project, an initiative intended to bridge the cultural gaps between the deaf community and the hearing parents and school personnel who are nurturing and educating children who are deaf. Through a series of workshops that take place in schools and community centers, parents who are deaf act as resources and mentors to hearing parents who are raising children with deafness, and to their schools. The project's goals are to: (1) tap into the natural parenting capacities of hearing parents raising children with deafness; (2) help hearing parents of children who are deaf to develop comfort with and the capacity to respond to the socio-linguistic needs of their children with deafness; (3) strengthen parents' self-confidence and accompanying abilities to advocate for their child within the school system; and (4) enable school personnel to better understand the strengths, needs, and experiences of both parents with deafness and hearing parents of children with deafness. The paper discusses the difficulties parents face in raising children with deafness, curriculum development, and parent satisfaction with the program. (Contains 19 references.) (CR)

ED 430 349 EC 307 199

Leffert, James S.; Siperstein, Gary N.; Millikan, Emily
Social Perception and Strategy Generation: Two Key Social Cognitive Processes in Children with Mental Retardation.
PUB DATE- 99
NOTE- 23p.; Poster presented at the Biennial Meeting of the Society for Research in Child Development (Albuquerque, NM, April 15-18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Conflict Resolution; Elementary Education; *Intention; *Interpersonal Competence; *Mental Retardation; Peer Relationship; *Social Cognition; *Social Development

This study examined the ability of 56 children with mental retardation and 58 children (grades 1-5) without mental retardation to perform two key social cognitive processes: social perception (the encoding and interpretation of social cues) and the generation of strategies for resolving social conflicts. These processes were assessed as children viewed a

ED 430 367 EC 307 220

Improving Instruction for Students with Learning Disabilities: The Results of Three Research Syntheses. Keys to Successful Learning: A National Summit on Research in Learning Disabilities.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.; Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Elementary Secondary Education; English (Second Language); Grouping (Instructional Purposes); *Instructional Effectiveness; Intervention; *Learning Disabilities; Limited English Speaking; Meta Analysis; Remedial Instruction; *Research and Development; Teaching Methods; *Theory Practice Relationship

This booklet presents three brief papers that summarize three meta-analytic research syntheses of instruction for students with learning disabilities. The first paper is "Intervention Research for Students with Learning Disabilities" by H. Lee Swanson. Findings that resulted from a review of 272 studies are grouped into those on most effective forms of instruction; subject areas most affected by different instructional strategies; and other factors that influence achievement. The second paper is "The Effect of Instructional Grouping Format on the Reading Outcomes of Students with Disabilities" (Batya Elbaum, Sharon Vaughn, Marie Hughes, Sally Watson Moody, and Jeanne Shay Schumm). This analysis of 20 studies presents conclusions on results of students tutoring each other; effects of small group instruction; the outcomes of multiple grouping formats; and effects of length of time during which alternative formats are implemented. The third paper is "Effective Instruction for Learning Disabled or At-Risk English-Language Learners?" (Russell Gersten, Scott Baker, Susan Unok Marks, and Sylvia B. Smith). Recommendations address components of an effective English-language development program, the value of adapted forms of the instructional approaches identified in the effective teaching research with this population, and effective ways to merge content area instruction with English-language development instruction. (DB)

ED 430 368 EC 307 221

Allison, Sheila A.
The Development and Implementation of Behavior Management Strategies To Decrease Discipline Referrals and Increase Teaching Time in the Classroom at the Secondary Level.
PUB DATE- 99
NOTE- 57p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Behavior Change; Behavior Disorders; *Behavior Problems; *Classroom Techniques; *Consultation Programs; Data Collection; Discipline; Emotional Disturbances; High Schools; Inservice Teacher Education; Intervention; Prevention; Referral; Surveys

ED 430 391 FL 025 823

Zhang, May Xiu-qin
TESL: The Crucial Role of Formal and Explicit Instruction and Learners' Prior Knowledge--An Example in Learners of Chinese Background.
PUB DATE- 98
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Communication; Classroom Techniques; Cognitive Development; *Communicative Competence (Languages); Contrastive Linguistics; Educational Research; *English (Second Language); Foreign Countries; Language Patterns; Language Research; Language Usage; *Learning Processes; Learning Theories; *Prior Learning; Second Language Instruction; Second Language Learning; *Sociocultural Patterns; Syntax; Tenses (Grammar); Verbs
IDENTIFIERS- *Chinese People

This paper argues that formal and explicit instruction and learners' prior knowledge play a crucial role in teaching and learning English as a second language (ESL), and that a pure communicative approach is inadequate in achieving optimum results. The discussion is presented in two parts. The first outlines the issues under consideration, including distinctions between foreign language learning and second language acquisition and between the communicative approach to second language instruction and explicit language instruction. It also examines the importance of prior knowledge in the cognitive process and the role of the native language in second language learning, drawing on theory and research in these areas. The second part presents the example of ESL learners of Chinese cultural background, focusing on the role of cultural differences in language learning. Specific linguistic differences between Chinese and English are considered, including the use and construction of indirect expressions, linear vs. circular thinking patterns, differences in intonation, and differences in verb tense and time reference. Contains 24 references. (MSE)

ED 430 392 FL 025 825

Watzke, John
Language Gains During Study Abroad: A Reassessment of the "Predictors Study" and Prospects for Future Research.
PUB DATE- 98
NOTE- 32p.; Paper presented at the Annual Meeting of the American Association of Teachers of Slavic and East European Languages (San Francisco, CA, December 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Achievement Gains; Educational Research; Higher Education; *Language Proficiency; Language Research; Language Skills; *Predictor Variables; *Research Methodology; Second Language Learning; *Second Languages; Statistical Analysis; *Study Abroad

The paper considers the effects of study abroad on student second language acquisition (SLA) and suggests areas for further study. It begins with an overview of current research on study abroad, its relationship to foreign language programs, and the

ED 430 412 FL 025 856

Garshick, Ellen, Ed.
Directory of Professional Preparation Programs in TESOL in the United States and Canada, 1999-2001.
PUB DATE- 98
NOTE- 351p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Bachelors Degrees; Doctoral Programs; *English (Second Language); Foreign Countries; *Graduate Study; Higher Education; *Language Teachers; Masters Programs; National Surveys; Program Descriptions; State Standards; *Teacher Certification; *Teacher Education Programs; Teacher Qualifications; Undergraduate Study
IDENTIFIERS- Canada; United States

The directory lists and describes university programs for teachers of English to speakers of other Languages (TESOL) at the undergraduate and graduate levels in the United States and Canada. Lists are presented by country, and within country, alphabetically by the name of the offering institution. There are 194 U.S. institutions listed, offering over 300 programs, and 19 Canadian institutions offering 33 programs are listed. For each state or province, State/provincial certification requirements are outlined and a contact address provided. For each country, indexes refer the reader to doctoral, master's graduate certificate, undergraduate, and TEFL certificate programs and programs leading to a state or provincial credential in TESOL. Appended materials include a list of acronyms, geographic index, and index to institutions. (MSE)

ED 430 413 FL 801 306

Massey, Nancy
Uses of Computer Technology in Adult Basic Skills/Literacy Programs: North Carolina Practice and Ideas from Other States.
PUB DATE- 98
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; *Basic Skills; Classroom Environment; Classroom Techniques; *Computer Assisted Instruction; Computer Centers; Computer Networks; *Computer Software; Computer Software Development; Computer Uses in Education; Consortia; Course Descriptions; Educational Environment; Fashion Industry; Information Sources; Institutional Cooperation; Internet; *Literacy Education; Microcomputers; Program Descriptions; Second Language Programs; State Surveys; *Vocational English (Second Language)
IDENTIFIERS- Laptop Computers

The report documents some of the uses of computers and computer software in North Carolina adult basic skills and literacy education programs. It includes articles on: the role and activities of the North Carolina Literacy Resource Center; a hosiery industry initiative to provide computer-assisted vocational English-as-a-Second-Language training; programs promoting the computer laboratory as a learning environment for adults; a regional technology consortium; technology resources, including print, organizational, and online resources; software evaluation techniques for consumers; finding software reviews;

ED 430 433 HE 032 023

Eyler, Janet; Giles, Dwight E., Jr.
Where's the Learning in Service-Learning? Jossey-Bass Higher and Adult Education Series.
PUB DATE- 99
NOTE- 315p.; Foreword by Alexander W. Astin.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- College Outcomes Assessment; *Educational Assessment; Higher Education; Instructional Effectiveness; Models; *Outcomes of Education; Program Evaluation; *Service Learning; *Student Development; Student Evaluation; *Student Experience; Theory Practice Relationship

This book focuses on the enormous potential of service learning to enhance the learning process for college students by melding cognitive learning and affective service. Conclusions are based primarily on data from two national research projects, one which compared models of service learning using survey data and intensive student interviews, and the other, a project which examined students' experience in service-learning through in-depth interviews with 67 students at seven institutions. Chapter 1 is an overview of the book's main themes and outlines how service-learning helps students achieve important outcomes of a college education. Chapters 2 through 7 show how service-learning can develop these outcomes, which are: personal and interpersonal development; understanding and applying knowledge; engagement, curiosity, and reflective practice; critical thinking; perspective transformation; and citizenship. Chapter 8 examines program characteristics and summarizes the impact of key program characteristics on the outcomes identified earlier. Implications for practice are discussed in chapter 9. Appendixes include a list of study participants, the study methodology, survey and interview instruments, and survey regression tables. (Contains approximately 175 references.) (DB)

ED 430 434 HE 032 024

Fossey, Richard, Ed.; Bateman, Mark, Ed.
Condemning Students to Debt: College Loans and Public Policy.
PUB DATE- 98
NOTE- 200p.; Foreword by David W. Breneman.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Federal Aid; Higher Education; *Loan Default; Public Policy; Socioeconomic Influences; *Student Financial Aid; *Student Loan Programs

The 10 chapters of this book on the effects of the federal student loan program focus on five major issues: first, that expanding access to postsecondary education is in the national interest; second, the inconsistency in student loan policy; third, increasing federal regulation of higher education; fourth, the fact that rising costs are making higher education inaccessible to more families; and, fifth, the fact that some student borrowers do not benefit from student loans. Following the introductory chapter (Richard Fossey), chapters titles are: (1) "The Dizzying Growth of the Federal Student Loan Program: When Will Vertigo Set In?" (Richard Fossey); (2) "Why Is a High School Diploma No Longer Enough?: The Economic and Social Benefits of Higher Education" (Terry G. Geske and Elchanan

ED 430 454 HE 032 045

Taqi-Eddin, Khaled; Macallair, Dan; Schiraldi, Vincent
Class Dismissed: Higher Education vs. Corrections during the
Wilson Years.
SPONS. AGENCY- Rockefeller Foundation, New York, NY.
PUB DATE- 98
NOTE- 14p.; Funding also provided by the Center on Crime,
Communities and Cultures and the Pacific Center for Violence
Prevention.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; *Correctional Institutions;
*Educational Policy; *Financial Support; *Higher Education;
Political Attitudes; Prisoners; *Public Policy; Racial
Differences; State Officials; *State Universities; Tuition
IDENTIFIERS- California; *Wilson (Pete)

This study examined relative spending patterns in higher education and corrections in California during the administration of Governor Pete Wilson. Data were obtained from the California Postsecondary Education Commission and the Department of Corrections. It was found that over the last 10 years, spending for higher education decreased as a percent of the general fund from 15 to 13 percent, or approximately $1.2 million; for the same period spending for corrections increased 60 percent. Since 1980 university fees have risen 303 percent in the University of California (UC) system and 485 percent in the California State University (CSU) system; in the same period 21 new prisons were built and prison guard salaries more than doubled. African Americans make up 7 percent of the state's population and 31 percent of state prisoners, but account for only 5.5 percent of students in the UC and CSU systems. Hispanic Americans are also under-represented in California's university systems and over-represented in the state's prisons. The results indicate that under Governor Wilson's tenure, more people of color entered the prison system than entered full-time undergraduate four-year colleges; the Wilson administration also saw the highest levels of prison growth and college tuition increases in the state's history. (Contains 13 references.)(MDM)

ED 430 455 HE 032 046

Grubb, Autumn; Hines, Peggy
Innovative On-Line Instructional Strategies: Faculty Members as
Distance Learners.
PUB DATE- 99
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)
DESCRIPTORS- *College Faculty; *Computer Assisted Instruction;
*Distance Education; Educational Attitudes; Electronic Mail;
*Faculty Development; Higher Education; Optical Data Disks;
Program Effectiveness; *Teaching Methods; World Wide Web

This paper describes the evolution through three stages of a virtual distance learning training package used to train faculty in the skills and strategies needed to address distance learner needs. In 1996 two traditional face-to-face training programs on the use of compressed video equipment were delivered to 43 faculty. Interviews of participants found that

ED 430 475 HE 032 066

Ashby, Dianne; Hecht, Jeffrey B.; Klass, Patricia H.
Implications of Distance Education for Educational Administration Programs.
PUB DATE- 99
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Ontario, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Education; Change Strategies; *College Administration; Computer Uses in Education; *Distance Education; *Educational Administration; Educational Technology; Elementary Secondary Education; Higher Education; Knowledge Level; Standards
IDENTIFIERS- *Illinois State University

This paper examines the external and local responses that are forcing university programs in educational administration to consider distance education, as well as the responses of one particular program, the Department of Educational Administration and Foundations at Illinois State University (ISU). Specifically addressed are external pressures related to changing standards for school administrators and competition for program delivery. Local responses include increased involvement in (as well as resistance to) the use of technology by students, teachers, and administrators. Concerns and problems experienced by students, administrators, and faculty in the ISU program are discussed. The paper concludes that distance education is an alternative modality for reaching students that must be considered and implemented in some form, but that it requires institutional, faculty, and student commitment. An attached chart compares the recommended technology/research skills of Illinois principals as stated by several organizations of educational administrators. (Contains 16 references.) (DB)

ED 430 476 HE 032 067

Larsen, Merry
Student Financial Aid. Informational Paper No. 39.
PUB DATE- 99
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Federal Aid; Financial Support; Grants; Higher Education; *Need Analysis (Student Financial Aid); *Scholarships; State Aid; *Student Financial Aid; *Student Loan Programs
IDENTIFIERS- *Wisconsin

This monograph provides an overview of Wisconsin state and federal financial aid programs for students. The first section discusses the methodology used to determine student financial need. The second section briefly reviews the various sources of financial aid including the federal government, the Higher Educational Aids Board (HEAB), the University of Wisconsin System, other state agencies, and independent colleges. The third section provides a more detailed description of each financial aid program, organized according to: grant programs, forgivable loan programs, repayable loan programs, scholarship

ED 430 495 HE 032 086

Gray, Maryann J.; Ondaatje, Elizabeth H.; Fricker, Ronald; Geschwind, Sandra; Goldman, Charles A.; Kaganoff, Tessa; Robyn Abby; Sundt, Melora; Vogelgesang, Lori; Klein, Stephen P.
Combining Service and Learning in Higher Education: Evaluation of the Learn and Serve America, Higher Education Program.
SPONS. AGENCY- Corporation for National and Community Service, Washington, DC.
PUB DATE- 99
NOTE- 131p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Students; Federal Programs; Higher Education; Program Development; Program Evaluation; *School Community Relationship; *Service Learning
IDENTIFIERS- *Learn and Serve America Higher Education

This report presents evaluation results of the Learn and Serve America, Higher Education (LSAHE) federal initiative. The report addresses the impact of LSAHE on students, communities, and higher education institutions, and is based on data collection and observation from fiscal 1995 through fiscal 1997. The broad goals of LSAHE are to: engage students in meeting the unmet needs of communities while enhancing their own academic learning, their sense of social responsibility, and their civic skills through service-learning. Evaluation involved 300 institutions each year that responded to an accomplishments survey, a community impact survey, and a student survey. Site visits and analysis of secondary data were also conducted. The evaluation concluded that LSAHE was a critical catalyst on many campuses for the initiation, growth, and enhancement of service-learning programs and courses. Evaluation results are detailed for five areas: (1) the work that LSAHE programs performed; (2) the impact of LSAHE participation on service providers; (3) the impact of the work performed by LSAHE programs on service recipients; (4) the institutional impact of LSAHE; and (5) the return on the LSAHE investment. Recommendations urge goal clarification, encouragement of more direct service, and specification of "good practices" in service-learning. (DB)

ED 430 496 HE 032 087

Fincher, Cameron
Investments in the Future. IHE Perspectives.
PUB DATE- 99
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cultural Influences; Educational Change; *Educational Policy; *Futures (of Society); Higher Education; Institutional Role; Long Range Planning; Role of Education; *Technological Advancement

This brief paper addresses two important challenges for colleges and universities as the 20th century closes. First, the dilemma of how to remain competitive through technology without excessive commercialization of educational programs and services. Currently, both the critics and the proposed remedies usually come from the business world, which sees the institution of higher learning as a form of business

ED 430 514 HE 032 153

Hurtado, Sylvia; Milem, Jeffrey; Clayton-Pedersen, Alma; Allen, Walter
Enacting Diverse Learning Environments: Improving the Climate for Racial/Ethnic Diversity in Higher Education. ASHE-ERIC Higher Education Report, Vol. 26, No. 8.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 140p.; For a digest of this report, see ED 430 513.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Classroom Environment; Diversity (Faculty); Diversity (Institutional); *Diversity (Student); Educational Change; Educational Discrimination; *Educational Environment; Educational Research; Equal Education; Ethnic Relations; Higher Education; *Institutional Environment; *Minority Groups; Racial Attitudes; Racial Integration; Racial Relations; School Culture; *Student Attitudes

This document is intended to provide the higher education community with information from recent and classic research studies that can serve as a guide to improving the climate for diversity on campus. The first section of the report examines the literature on campus climate for diversity, the experiences of various racial/ethnic groups, and the effect of campus climate educational outcomes. Following sections (1) set out the research framework; (2) examine the historical legacy of inclusion and exclusion; (3) examine the impact of structural diversity resulting from the increased complexity of diverse student enrollments and problems associated with diversifying faculty; (4) review the psychological climate and the impact of discrimination and perceptions of climate on students; (5) examine the behavioral dimensions of institutional climate, including student involvement and intergroup relations, classroom environment, curricular change, campus race relations and social interaction, and participation in racial/ethnic student organizations and minority support programs; (6) link institutional climate for diversity with the general learning environment; (7) provide some principles for improving campus climate for diversity; (8) give some examples of current efforts at various institutions; and (9) conclude with a plan for action in which everyone has a role in improving campus climate. (Contains approximately 250 references.) (CH)

ED 430 515 IR 019 485

Mid-South Instructional Technology Conference Proceedings (2nd, Murfreesboro, Tennessee, April 6-8, 1997).
PUB DATE- 97
NOTE- 264p.; For selected individual papers, see IR 019 486-501.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Case Studies; College School Cooperation; *Computer Uses in Education; Distance Education; Educational Change; *Educational Technology; Elementary Secondary Education; Faculty Development; Higher Education; *Information Technology; Instructional Effectiveness; Interactive Television; Teacher Education; Teaching Methods; Telecommunications; World Wide Web

ED 430 533 IR 019 557

Richardson, Laura A.
Optimizing a Middle School's Network Capabilities for Accessing Information, Improving School Communications and Interacting with the Global Community through Network Training.
PUB DATE- 99
NOTE- 120p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Information; Class Activities; Computer Literacy; Computer Mediated Communication; *Computer Networks; *Computer Uses in Education; Distance Education; Educational Objectives; Educational Technology; *Inservice Teacher Education; Instructional Design; Instructional Development; *Instructional Effectiveness; Intermediate Grades; Internet; Junior High Schools; Mentors; Middle Schools; Questionnaires; Skill Development; Teacher Surveys; Training
IDENTIFIERS- *Course Development; Technology Integration; *Technology Utilization

The problem addressed in this practicum was that most teachers at the author's middle school were not fully using the school's network resources in their day-to-day classroom activities, in spite of district technology initiatives. The goal of the practicum was to empower a cadre of representative mentor teachers to fully utilize the school network capabilities to engage in and help others engage in non-traditional classroom learning activities using a variety of new technology resources. Based upon the results of a faculty questionnaire and of a review of the research literature, this problem was addressed by offering a network training graduate course, combining face-to-face sessions with distance education sessions, to a group of teachers at the school. These teachers would in turn be expected to share their training with fellow teachers. All 15 participants in the course made measurable progress with their networking skills and met the course goals in broad terms, but not all anticipated outcomes of the practicum were completely met. The researcher determined that this was due to the fact that some teachers in the class did not have the intended entry level skills, as well as to an organizational systems problem. Appendices include two general faculty questionnaires, the course syllabus, grading template, handouts, and the course evaluation questionnaire. (Contains 55 references.) (Author/AEF)

ED 430 534 IR 019 558

Lemke, Cheryl; Quinn, Bill; Zucker, Andy; Cahill, Shannon
An Analysis of the Status of Education Technology Availability and Usage in the Public Schools of Virginia. Report to the Commonwealth of Virginia. Second Edition.
PUB DATE- 98
NOTE- 285p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Accountability; *Computer Uses in Education; Educational Development; Educational Environment; *Educational Technology; Elementary Secondary Education; Focus Groups; *Information Technology; Internet; Interviews; Outcomes of

National Youth Employment Coalition (NYEC). The document begins with an explanation of the five broad categories of criteria used to select the programs (purpose and activities; quality management; youth development; work force development; and evidence of success). Presented next are lessons for practitioners, program funders, and policymakers. The remainder of the document consists of descriptions of the 43 programs. Each program description contains the program's name, postal and e-mail address, and contact person, as well as information about the following: mission, context, community setting/population served; design and components; organization and management; youth development activities; work force development activities; and evidence of success. The programs profiled serve a wide range of audiences (in-school youths, high school dropouts, and high school graduates) and feature a wide range of formats and activities (including career academies, employment training, job placement, retention services, internships, job shadowing, counseling, speakers, and meaningful work connected to a rigorous learning environment). Also provided are the names of the 1998 PEPNet review board, the NYEC, and the NYEC's executive committee. (MN)

ED 430 077 CE 078 509

Summary of State Program Operations for Area I States. July 1, 1998-June 30, 1999.
PUB DATE- 99
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; Accountability; *Adult Basic Education; Adult Literacy; Adult Programs; Cooperative Planning; Coordination; Curriculum Development; Educational Technology; *English (Second Language); High School Equivalency Programs; Innovation; Labor Force Development; Learning Disabilities; *Literacy Education; Professional Development; Program Development; *State Programs; *Statewide Planning; Strategic Planning
IDENTIFIERS- Welfare Reform

This document summarizes program operations in adult education and literacy in 14 U.S. states and territories: Connecticut, Delaware, the District of Columbia, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Puerto Rico, Rhode Island, Vermont, and the Virgin Islands. Special attention is paid to efforts in six areas: standards and accountability, professional development, technology, adults with learning disabilities, linkages with work force development and welfare reform, and curriculum development in new content areas. Among the projects and activities highlighted are the following: development of a data management system capable of longitudinal tracking of individuals from English-as-a-second-language courses through high school completion; use of the Indicators of Program Quality as a framework for adult basic education (ABE) evaluation and improvement; development of ongoing inservice support for teacher training and integration of technology-based teacher education with job preparation; expansion of teacher inquiry/action research; development of a computer literacy unit of credit in adult high schools; technology-based professional development for literacy staff; development of a learning differences staff development module for adult educators and volunteer tutors; an adult multiple intelligence

Relationship; Educational Cooperation; Educational Legislation; *Educational Opportunities; Educational Policy; Elementary Secondary Education; Enrollment; Federal Legislation; Federal State Relationship; Job Skills; Job Training; Minority Groups; Participation; *Partnerships in Education; Postsecondary Education; Program Effectiveness; Program Implementation; School Business Relationship; School Districts; Skill Development; State Programs; Student Attitudes; Student Characteristics; Student Educational Objectives; Student Surveys; *Systems Approach; Tables (Data); *Vocational Ed *School to Work Opportunities Act 1994
IDENTIFIERS- *School to Work Opportunities Act 1994

A comprehensive evaluation of state and local progress in implementing school-to-work (STW) programs focused on the following: whether states and local partnerships have created coherent STW systems of connected, sustainable practices and programs; how STW systems have changed students' experiences at the elementary, secondary, and postsecondary levels; and whether widescale adoption of the activities and practices promoted in the School to Work Opportunities Act of 1994 (STWOA) has occurred. The evaluation has four components: surveys of all local partnerships; in-depth case studies of 8 states and a sample of 39 local partnerships; survey of grade 12 and postsecondary students in the 8 states; and analysis of high school transcripts for the student sample. According to the data collected to date, modest progress has been made on the STWOA agenda. Broad career development is being emphasized most, and STW experiences are engaging a diverse mix of students who generally consider those activities helpful in clarifying their career goals. (Twenty-eight tables/figures are included. The report contains 22 references. Appended are the following: local partnership survey completion rates in fall 1996 and 1997; student outcomes related to government performance and results indicators; and participation in three STW components by student subgroups.) (MN)

ED 430 095 CE 078 565

Raymond, Mark R.
Job Analysis and the Development of Test Specifications for Licensure and Certification Examinations.
PUB DATE- 95
NOTE- 36p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, April 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Certification; Credentials; Data Analysis; Data Collection; Information Sources; *Job Analysis; *Licensing Examinations (Professions); Specifications; Task Analysis; *Test Construction; Test Items; *Test Validity; *Vocational Education

This paper reviews and evaluates methods for conducting job analysis. The paper begins with a discussion of the purpose of licensure and certification and the dimensions of job analysis. The following four dimensions along which job analysis methods vary are discussed: types of job descriptors; sources of information; data collection methods; and level of detail or analysis. The next four sections explore the following issues: selecting the most effective methods for conducting job analysis for credentialing examinations (task inventory, professional practice model, critical incident technique, Paradigm Shifts in Research Activities" (Thomas A. Lifvendahl); "Wellness for Professionals" (Michele Hamil); "Continuing Education for the Professions" (Jane R. Flagello); "The Infusion/Utilization of Critical Thinking Skills in Professional Practice" (Arnold Bickham); "On Their Own: Professionals Need Entrepreneurship Education" (Zira J. Smith); "Implications and Impact of Emerging Communications Technologies" (Brenda G. Young); "The Role of Continuing Professional Education in a Virtual Organization" (Deborah Lavin Colky, Michael Colky); "The Problems and the Promise of Diversity in the Professions" (LaVerne Gyant); "Systematic Efforts in Continuing Professional Education Focusing on Mandatory Continuing Professional Education" (William H. Young); "Continuing Medical Education in Transition" (Katherine Pijanowski); "The Lamp Burns Brightly: Trends in Continuing Education for Nursing" (Anne M. Devney); "Emerging Issues in Social Work" (Sandra J. Mills); "Continuing Education in Dietetics" (Janet Regan-Klich); "The Ministry" (Monty L. Winters); "Continuing Professional Education for Teachers" (Daniel J. Cavallini); "Current Issues in Continuing Legal Education" (Patrick J. S. Waring); "Continuing Professional Education and Policing" (Thomas Arnold, Gene Scaramella); "Continuing Professional Military Education" (Tony Latham); "Continuing Professional Education in Real Estate" (Margot B. Weinstein); "Critical Issues Facing Engineering" (Richard Eugene Clehouse); "Continuing Education for Information Systems Professionals" (David D. Branigan); "A National Board Certification Process for K-12 Educators" (Rita E. Clehouse); and "Conclusion" (William H. Young). (KC)

ED 430 112   CE 078 613

Plaza, Oscar
Technology Education versus Liberal Arts Education?
PUB DATE- 99
NOTE- 13p.; Paper presented at the Annual Conference of the International Technology Education Association (61st, Indianapolis, IN, March 28-30, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Education; *Educational Philosophy; Educational Practices; Educational Trends; Futures (of Society); Higher Education; *Integrated Curriculum; *Liberal Arts; Secondary Education; *Technology Education

A dichotomy is often seen between liberal arts or academic education and technology education. Practitioners of each school often feel in competition with each other for students and resources. There is, however, common ground on which to build an educational approach that eliminates the sharp cleavage between liberal arts education and technology education. One starting point is the idea that all academic disciplines have a world-view in mind. In addition, the practice of any discipline implies the guidance of certain principles, which can be found in liberal arts as well as technology. Given equally valued world-views and principles, the educational process and system can be seen as a continuum. In the continuum model, liberal arts and technology are not different components but different perspectives to address the same reality. For the future, a continuum model must be developed that includes the teacher as a master and mentor, multiple curriculum entry points, and integrative core courses.

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Role; *Citizenship Education; *Financial Support; Grants; *Grantsmanship; Information Sources; Internet; *Proposal Writing; Resource Materials; Secondary Education; *Service Learning; Strategic Planning

This booklet, which is addressed to individuals interested in funding service learning programs, examines possible sources of funding for service learning and shares grant-writing tips from experienced educators and grant writers. The booklet begins with a map of the 13 steps in the grant process. The administrator's role in grant seeking is discussed, and characteristics of administrators who successfully lead the grant-writing process are enumerated. The following potential sources of information about funding sources are considered: hardbound references, electronic references, publications/bulletins, private sources of giving and individual donors, corporate and foundation giving, and business and community organizations. The following steps in developing a proposal strategy are detailed: review of granting patterns, appropriateness of funding source, proposal review system, and special effects on proposal outcome. The following steps in creating a plan are outlined: brainstorming an idea, determining the purpose of the project, networking for plan development, drafting the proposal, evaluating the plan's effectiveness, developing the budget, seeking support letters, submitting the proposal, and sustaining the project. Presented next are 10 tips to prevent tears in grant writing and 5 success stories. (Contains a list of 19 print resources and 20 electronic resources.) (MN)

ED 430 130 CE 078 657

Follman, Joe
Giving Youth the Power and the Money. A Guide to Establishing Youth Service Learning Councils. Linking Learning with Life.
SPONS. AGENCY- Corporation for National Service, Washington, DC.
PUB DATE- 97
NOTE- 38p.; For related documents, see CE 078 654-667.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Advisory Committees; *Citizenship Education; Decision Making; Educational Resources; Elementary Secondary Education; Grants; Grantsmanship; National Organizations; Nonprofit Organizations; Program Administration; Records (Forms); *Service Learning; *Student Government; *Student Participation; Training

This booklet is a guide to establishing youth service learning councils. The booklet begins with a discussion of what youth service learning councils are and why they are a good idea. The following aspects of initiating the process of forming a youth service learning council are explained: facilitating a youth service learning council; identifying host organizations (school systems, nonprofit organizations, businesses and for-profit organizations); and raising funds (Learn and Serve America funds from the Corporation for National Service, other federal programs, foundations, local business and government, local service organizations, council member fund-raising, school-based entrepreneurial projects). The steps in forming the council are briefly described. Provided in a section on the

Effectiveness; *Recidivism; Skill Development; State Programs
IDENTIFIERS- *Delaware

Since 1993, the Delaware Department of Correction has offered a Life Skills Program in its four state prisons. Each year, as many as 300 inmates (of the 5,000 housed inmates) enroll in the program, and nearly 85 percent of them graduate. The 4-month program has three major components: academics, violence reduction, and applied life skills. The core of the program is Moral Reconation Therapy (MRT), a systematic process of raising the moral reasoning level of students through a series of moral and cognitive stages. Students read "How to Escape Your Prison," a workbook developed especially for inmates that includes group exercises designed to achieve this goal. Research in other prisons suggests that MRT may be effective in reducing recidivism. An independent evaluation of the Delaware Life Skills Program found that, for the first program cycle, 19 percent of Life Skills students in the prisons reoffended within 1 year after release, compared with 27 percent of a group of inmates who did not participate. Although the small numbers of offenders studied render the data not statistically significant, it is hoped that, as increasing numbers of graduates are released from prison, ongoing data collection will allow more definitive analysis and show the benefits of the Life Skills Program. (Contains 14 references and 9 resources.) (KC)

ED 430 147 CE 078 690

Work-Based Learning Curriculum Guidelines for Cooperative Education. Washington State. Revised.
PUB DATE- 97
NOTE- 16p.; For the "Program Standards" guide, see CE 078 691.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Competence; Competency Based Education; *Cooperative Education; Course Content; *Education Work Relationship; Employment Potential; Guidelines; High Schools; Job Skills; School Business Relationship; State Curriculum Guides; *State Standards
IDENTIFIERS- *Washington; *Work Based Learning

These curriculum guidelines for work-based learning programs in high schools in Washington define the parameters of work-based learning programs while allowing local agencies the freedom to tailor their programs to meet their own needs. The guidelines have been produced in a joint venture of teachers, students, business representatives, administrators, and academicians. The guidelines include the following: vision statement for work-based learning programs; the roles of students, the business community, the curriculum, and the profession of cooperative education coordinators; and a description of methods of instructional delivery. The guidelines define nine terms and provide core curriculum outcomes and competencies for work-based learning programs in these areas: career exploration, employment acquisition, job retention, resource management, leadership development, and economic systems. (KC)

ED 430 148 CE 078 691

Work-Based Learning Program Standards. Washington State. Revised.
PUB DATE- 97

youth problem behavior? (5) Does school connection mediate the relationship between extracurricular activity participation and youth problem behaviors? A mediation model is proposed, and youth problem behaviors including class cutting and substance use are measured. Multiple regression analysis did not fully support the school connection mediation model; however, analyses revealed that both EAP and school connection are significantly related to a decreased likelihood of youth problem behavior. The complex developmental process of school connection is discussed in relation to changes to the school environment, which may be beneficial in providing programs for youth. Ten appendixes include charts summarizing EAP and connection research, survey instrument, selection instructions, consent form, administration protocol, sample script, two tables depicting matrix of variables and results of analysis, and discussion of background variables results. (Contains 124 references.) (Author/EMK)

ED 430 168   CG 029 230

Kolan, Kathy
An Analysis of the Short-Term Impact of Peer Mediation on High School Disputants in an Ethnically Diverse Suburban School System.
PUB DATE- 99
NOTE- 160p.; Doctoral dissertation, George Washington University, Washington, DC.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Conflict Resolution; *Diversity (Student); *High School Students; High Schools; *Participant Satisfaction; Prevention; Program Effectiveness; *Suburban Schools; Violence
IDENTIFIERS- *Peer Mediation

The effectiveness of peer mediation in secondary schools is evaluated to determine if the process is beneficial to the disputants. A review of information on the use of mediation in schools is included, and programs in this school system are described. This study investigates perceptions from high school disputants (N=111) in an ethnically diverse suburban public high school system of the short-term impact of the peer mediation process. The following factors were examined: (1) The number of agreements still in effect 5-7 days after mediation; (2) Whether the disputants could describe what the dispute and/or agreement was about; (3) Could the disputants describe what happened to them during the process that brought them to a successful signing of an agreement? and (4) Disputants' perceptions of the mediators during the process. Success rates were compared to demographic characteristics of the disputants. Findings indicate that peer mediation is successful for students of all ethnic backgrounds. Significant findings are presented in the areas of: (1) The fairness of the agreement compared to ethnicity and age; (2) The length of time the disputants had known one another compared to the strength of the agreement; and (3) the ethnicity of the disputant compared to whether or not they would use mediation in the future. Appendix A is the Disputant Assessment form. Appendix B is the Structured Interview Questions. Appendix C is the Disputant Survey. Appendix D surveys the relationship of questions to the research questions. Appendix E is the interrater reliability for Research Question 6A. (Contains 85 references and 32 tables.) (EMK)

ED 430 169   CG 029 237

IDENTIFIERS- Activity Books; Coloring Books; *Courtroom Procedures; *Witnesses

This booklet uses puzzles, games, and informational pages to explain to children who will be acting as witnesses in court what they will be experiencing and to make them feel as comfortable as possible about the situation. Throughout the booklet a character referred to as B.J., a young boy, is utilized to guide children through the information and activities. The informational pages explain some courtroom terminology, provide definitions of legal jargon children might hear, and discuss the role of various courtroom personnel. Also included are answers to the following questions: What if I can't remember something or I don't understand a question? What if I have to go to the bathroom or I need a glass of water, can my mom, dad or family come to court with me? What if I get so nervous that I start to cry or forget the answer? What if someone asks me a question that makes me feel ashamed? What if I'm different from other kids? What if I need special help, is there someone who will help me? What happens in court after I am finished being a witness? The activities included in the booklet serve to reinforce the information provided. (MKA)

ED 430 188   CG 029 278

Making the Grade: A Guide to School Drug Prevention Programs. Preventing Alcohol, Tobacco and Other Drug Use. Updated and Expanded.

SPONS. AGENCY- Carnegie Corp. of New York, NY.

PUB DATE- 99

NOTE- 97p.; For previous version, see ED 397 384.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Alcohol Education; Curriculum Evaluation; *Drug Education; Educational Policy; Elementary Secondary Education; Family (Sociological Unit); Inservice Teacher Education; *Prevention; Program Evaluation; Resource Allocation; Smoking; Textbook Evaluation

This revision of the 1996 publication is a tool for identifying promising drug prevention programs. This booklet is designed to help teachers, school principals, and concerned citizens determine how to spend scarce prevention dollars. Many parents assume that school prevention programs will protect their children from drugs; the information provided in this booklet helps parents judge for themselves the adequacy of school-based prevention programs. The programs evaluated are divided into four categories: comprehensive health curricula; K-12 drug prevention curricula; elementary and middle school drug prevention curricula; and middle and high school drug prevention curricula. Each category provides program descriptions that include contact information and appropriate grade level. These descriptions are followed by three charts that provide general information including year created, year revised, ease of implementation, teacher training; and evaluation of awareness and resistance skills and personal and social skills training. Also included is a chart that provides information on evaluation studies that have been discussed in peer-reviewed journals. (Contains 15 references.) (MKA)

ED 430 189   CG 029 279

the skills for self-correction that students can independently make use of. Error correction and corrective feedback are not divided between clear cut classifications of teacher roles, student roles, and strategies used to facilitate correction, but are all interconnected to some extent. It is important not to provide constant correction to the point where the student begins to undermine his/her view of self, resulting in fear to trust their own judgment and an overreliance on feedback from others. Ultimately for a teacher, it is important to be observant and to consider the individual student's needs. (Contains 6 references.) (RS)

ED 430 208 CS 013 541

Olmscheid, Carey
Reading Fluency: A Critical Component of Reading Instruction.
PUB DATE- 99
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; Parent Participation; *Reading Comprehension; *Reading Improvement; *Reading Instruction; Reading Strategies; Teacher Role
IDENTIFIERS- *Reading Fluency

Without the development of reading fluency as part of reading instruction, teachers may end up with a classroom full of students who read roughly and slowly, and who may not completely gather the important information from the text. One strategy to increase fluency is the fluency development lesson (FDL) that includes seven steps modeled by the teacher and takes only about 10-15 minutes. Another strategy is that of repeated readings. Still other strategies that can be incorporated into the reading program include direct instruction and feedback, support during reading, and the use of easy materials. Strategies used to increase fluency also have the potential to impact reading comprehension; according to Nathan and Stanovich (1991), reading fluency is critically intertwined with reading comprehension. As stated by Fowler (1993), comprehension and fluency will both improve if approximation is accepted, and rereading can be used to promote a closer match to the actual text. One critical factor in developing reading skills and fluency is the involvement of parents. Nathan and Stanovich (1991) have this to say on parent involvement and adult modeling: "teachers who read themselves, read aloud to children, and encourage children to read are cornerstones of healthy, literate environments that promote reading fluency." (NKA)

ED 430 209 CS 013 542

Reading Framework for the National Assessment of Educational Progress: 1992-2000. NAEP Reading Consensus Project.
SPONS. AGENCY- National Assessment Governing Board, Washington, DC.
PUB DATE- 99
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

becoming widespread and acceptable, even though indefinite pronouns are singular. Some grammarians suggest writers revise any sentence which uses a gender-specific pronoun, in such a way that the pronoun is eliminated altogether. English educators must decide if, in the interests of redressing a historical imbalance, they should follow President Clinton's lead--he recently used the feminine pronoun alone in his State of the Union speech--and advocate the use of the feminine pronoun alone in reference to a gender-neutral noun. Contains 5 references. (NKA)

ED 430 228 CS 216 680

Siddall, Jeffery L.
Fifth Graders' Story Dramatizations during Literature Study.
PUB DATE- 99
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Action Research; Case Studies; *Childrens Literature; Classroom Research; Grade 5; Intermediate Grades; *Interpretive Skills; *Reader Response
IDENTIFIERS- Interpretive Research; *Meaning Construction; *Response to Literature; Small Group Communication

Dramatizations as a response activity during literature study provide a vehicle for students to use language, both verbal and nonverbal, in an educational context. A study focused on a group of five students who chose to use story dramatizations as one way to create their interpretations of the book, "The Slave Dancer" (Fox, 1973). The study, which explored possibilities of how these fifth-grade students, the classroom teacher, and the researcher could co-construct meaning for the novel, combined two research paradigms: action and interpretive research. Data collection was a recursive process; key sources of data were audio- and video-tapes of a small group responding to literature; field notes of classroom observations; a teacher journal and interview; photocopies, videotapes, or student work samples; and interviews of each student who participated in the literature group. The recursive research process was one of revisiting the data, narrowing it down, making interpretations, and describing it. During their reading, journaling, and discussion of the book, the students created two drama projects for "The Slave Dancer." Detailed transcripts of their interaction in the dramatizations show that the students had comprehended the novel and shared that understanding with their classmates. (Contains a list of children's literature and 19 references.) (NKA)

ED 430 229 CS 216 681

Glau, Gregory R.
Hard Work and Hard Data: Getting Our Message Out.
PUB DATE- 99
NOTE- 12p.; Paper presented at the Annual Meeting of the National Council of Teachers of English Conference on College Composition and Communication (50th, Atlanta, GA, March 24-27, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..."

report describes two aspects of writing for which change has been measured since 1984: writing fluency as determined by holistic scoring; and mastery of the conventions of written English as determined by mechanics scoring. The introduction discusses the layout and means of evaluation: measuring fluency of writing, mechanics of writing, and expressing the differences in performance. Chapter 1 compares holistic scores in 1984 and 1996 regarding student writing fluency in informative, persuasive, and narrative writing. Chapter 2 compares mechanics scores in 1984 and 1996 to look at overall characteristics of the papers, use of sentence types, control of sentence structure, and control of word-level and punctuation conventions. A summary includes discussion of fluency in writing, grammar, spelling, and punctuation, and observations made from the research. Appendixes present an overview of scoring procedures, scoring guides, and tables with standard errors. (SC)

ED 430 247   CS 216 718

McGarvey, Linda T.
Using Aesthetic Work To Inspire Storytelling, Writing and Illustration.
PUB DATE- 99
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Art Appreciation; Class Activities; Elementary School Science; *Integrated Activities; *Interdisciplinary Approach; Primary Education; *Science Instruction; Story Telling; Thinking Skills; Writing Improvement; Writing Skills

Incorporating an integrated curriculum around a subject matter takes creativity on the part of the teacher. Using fine art, specifically, reproduction postcards of famous paintings for a second-grade science lesson pertaining to the Hudson River, enhances aesthetic appreciation while utilizing storytelling, writing and illustration skills. Using the reproduction postcards as a visual topic helps to inspire children's creative writing while fostering skills such as sequencing, logical thinking, reasoning and characterization, along with improving grammatical skills such as punctuation, capitalization and spelling. Children proudly present their creations while enjoying and learning the curriculum. (Author/RS)

ED 430 248   CS 216 719

Mississippi Language Arts Framework.
PUB DATE- 96
NOTE- 254p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; *English Curriculum; *English Instruction; English Teachers; *Language Arts; *Reading Instruction; State Curriculum Guides
IDENTIFIERS- *Mississippi

Providing a description of what Mississippi students should know and do in English, language arts, and reading classrooms from kindergarten through twelfth grade, this curriculum framework

Class in a New Educational Research Agenda"; "The Analyses of Isolated and Interactional Effects of Race, Gender, and Class;" "The Theoretical and Methodological Criteria for Future Educational Research"; and "The Applied Substance of a New Educational Research Agenda." Each section begins with a brief summary of the recommendations made, followed by a list of the recommendations enacted, and ends with excerpts from the discussion so as to put the recommendations in context. Recommendations include treating race as a process, not as a category, exploring how racial categories within schools take on meanings over time, and preparing longitudinal studies of values that are usually conflated with class. (RJM)

ED 430 270 EA 029 776

Casey, Judi C.; O'Leary, Susan M.
The Corporate Imperative: A Business Guide for Implementing Strategic Education Partnerships.
SPONS. AGENCY- Partnership for Family Involvement in Education (ED), Washington, DC.
PUB DATE- 98
NOTE- 104p.; Duplicable 11x17-inch worksheets not included in ERIC copy.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Business; Cooperative Programs; *Corporate Support; Elementary Secondary Education; *Partnerships in Education; *School Business Relationship

This business guide was designed to aid in assessing a company's current business-education partnerships and to determine the extent to which such partnerships are linked to key business and school objectives. The guide may be used to: assess a company's current educational initiatives; build on existing educational initiatives to create more strategic business-education partnerships; consider educational approaches within the context of national priority areas and revise them accordingly; determine to what degree corporate culture supports education partnerships; and evaluate the outcome of programs, practices, and policies designed to meet business and school concerns. The guide is organized around 12 worksheets and 5 steps that provide step-by-step procedures for accomplishing specific tasks. Step 1 includes worksheet 1, which describes how to create a corporate environment that supports education. Step 2 includes worksheets 2-5 and aids in assessing a company's involvement in business-education partnership. Step 3 offers worksheets 6-8 and provides a link to business and school objectives. Step 4, which assists in building coalitions, contains worksheets 9-10. Step 5 lists worksheets 11 and 12. This step includes planning, implementing, and evaluating the company's business plan. The business guide concludes with an addendum that includes case examples, background information, and resources. A set of duplicable 11- by 17-inch worksheets is included. (RJM)

ED 430 271 EA 029 787

Visher, Mary G.; Teitelbaum, Peter; Emanuel, David
Key High School Reform Strategies: An Overview of Research Findings. New American High Schools: High Schools at the Leading Edge of Reform.

paper discusses the creative tension between two cultures within the school--tension that seemed to foster continual renewal and professional growth. The report looks at the switch from behaviorism to constructivism in the classroom and how constructivism recognizes students and teacher as a community of learners. It provides a number of vignettes of how reform measures operated in practice and how teachers came to understand the diversity of strategies and procedures students "invented" to solve problems. The paper also describes the creative tension between teachers who employed reform strategies and those who did not, and it discusses the principal's role in reform. New roles and relationships grew out of the collaborative decision-making between teacher-leaders and principals, and teachers began to realize that teacher leadership was necessary for instructional reform. Ultimately, success hinged on the teachers' willingness to take risks. (Contains 10 references.) (RJM)

ED 430 289 EA 029 812

Cresswell, John; Fisher, Darrell
A School Level Environment Study in Australia.
PUB DATE- 99
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Environment; Elementary Secondary Education; Foreign Countries; Instructional Leadership; Leadership Qualities; *Principals; *School Supervision; *Teacher Attitudes; Test Reliability; *Test Validity
IDENTIFIERS- *Australia; *School Level Environment Questionnaire

This paper reports on a study that investigated the reliability and validity of a school-environment measuring instrument: the School Level Environment Questionnaire (SLEQ). Results were compared to teachers' and principals' perceptions of actual and ideal school environments. The questionnaire was sent to 60 schools throughout Australia where it was to be completed by the principal and a random sample of 20 teachers in each school. Responses on 900 questionnaires were used. The study also employed interviews to expand the qualitative aspect of the research. Results indicate that the SLEQ is a reliable and valid instrument to measure perceptions of school environment. Analysis of responses to the SLEQ revealed that each scale had acceptable internal consistency. The teachers' perceptions of their actual school environments were similar to those of other recent studies of school environment using the SLEQ. A comparison of teachers' and principals' actual perceptions showed that there were significant differences in the way that both groups viewed the school environment. Generally, principals scored higher on seven of the eight scales and lower on their perception of work pressure. Teachers and principals, however, had a much more congruent view of an ideal school environment, registering differences in only two of the eight scales. (Contains 24 references.) (RJM)

ED 430 290 EA 029 813

Fritch, Wayne S.
An Overlooked Role of High School Athletics: The Formation of Social Capital through Parent Involvement.

challenged on the grounds that they violated constitutional prohibitions against involuntary servitude, infringed on freedom of speech, and limited personal liberty. The book looks at the common elements of the challenged programs and the courts' review of the questions surrounding the cases. It discusses how the school districts prevailed in the court cases, outlines the court-sanctioned legitimacy of connecting traditional in-class academic course content with experiential out-of-class service, and presents the argument that mandatory community service is beneficial to participating students. Also discussed are proposed and new legislation that will shape further the role of community service in public education. (RJM)

ED 430 309 EA 029 834

Trousdale, Donna; Penuel, William R.; Khanna, Ritu
Arguing for Equity: The Politics of Testing English Language Learners in San Francisco.
PUB DATE- 99
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *English (Second Language); *Equal Education; *Language of Instruction; *Norm Referenced Tests; Standardized Tests; Testing Programs
IDENTIFIERS- *San Francisco Unified School District CA

This paper examines the different strategies used to argue for and against testing of English Language Learners (ELL) in California. The study arose from protests directed at a California law requiring that a norm-referenced achievement test be used to assess school children on their mastery of basic skills. The paper describes the different uses and definitions of equity and fairness made by various individuals and organizations and delineates the ways in which different definitions of equity were developed politically in the educational and legal domains. The historical debate over equity in education is discussed along with the current debate and the controversy stirred by the call for testing. The article focuses on a case in San Francisco in which the superintendent of the schools opposed the assessment testing, claiming that the stipulation that the testing be carried out in English only was unfair to many students for whom English was a second language. It describes the subsequent court case that arose when the superintendent sued the state to stop the testing. The case study here is used to illustrate the larger battle that is being waged throughout the U.S. regarding accountability and fair assessment. Contains 19 references. (RJM)

ED 430 310 EA 029 836

English, Fenwick W.
Looking behind the Veil: Addressing the Enigma of Leadership.
PUB DATE- 99
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Income and Social Security, Talent Search, Educational Opportunity Centers, state programs, and private scholarships. Sources of information including scholarship search services and Internet sites are listed. (Contains 12 references.) (DB)

ED 430 329 EC 307 176

Miller, Lynda; Newbill, Chris
Section 504 in the Classroom: How To Design and Implement Accommodation Plans.
PUB DATE- 98
NOTE- 116p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accessibility (for Disabled); *Compliance (Legal); *Disabilities; *Educational Policy; Elementary Secondary Education; Federal Legislation; Individualized Instruction; *Individualized Programs; Inservice Teacher Education; Postsecondary Education; Program Development; Program Implementation
IDENTIFIERS- *Rehabilitation Act 1973 (Section 504)

This book is a guide to provisions of Section 504 of the Rehabilitation Act of 1973 relevant to educational settings. Emphasis is on using Section 504 plans to design accommodations and modifications for students with disabilities that address individual strengths and needs. Chapters address the following topics: (1) an introduction to Section 504 including what disabilities are covered and how Section 504 is different from the Individuals with Disabilities Education Act; (2) the Section 504 process, including preparation for plan development, evaluation, plan implementation, and plan review/evaluation; (3) types of modifications and accommodations in a Section 504 plan, including the approach of the Council of Administrators of Special Education and examples from an attention deficit hyperactivity disorder program and a behavioral/learning approach, and modifications for some common situations; (4) policies and procedures for complying with Section 504, such as what to include in a Section 504 handbook; and (5) developing a Section 504 training program including factors to consider in planning a workshop and components of a 1-day Section 504 inservice. Appendices include sample forms for a policies and procedures handbook and sample handouts for a Section 504 workshop. A glossary is provided and sample blank forms are also available. (Contains 28 references.) (DB)

ED 430 330 EC 307 177

Evans, Gareth; Blenkhorn, Paul
A Head Operated Joystick--Experience with Use.
PUB DATE- 99
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accessibility (for Disabled); *Assistive Devices (for Disabled); *Input Output Devices; *Severe Disabilities; Use Studies
IDENTIFIERS- *Joysticks

This paper describes the development and evaluation of a low-cost series of videotaped vignettes which depicted two types of social conflicts (peer entry or peer provocation) and which also varied according to the type of intentions portrayed. Results indicated that children with mental retardation: (1) had greater difficulty in the encoding and interpretation of benign intention cues; (2) generated fewer assertive strategies and had greater difficulty generating different strategies as a function of shifting social conflicts; and (3) like children without mental retardation, shift their strategies based on whether or not they interpret another child's intentions as "mean." The importance of social perception in guiding how children with mental retardation respond to varied social conflicts is discussed. (Author/CR)

ED 430 350   EC 307 200

Orizondo, Ivette M.
Using Cooperative Grouping and Group Reinforcement To Increase Work Completion with Severely Emotionally Disordered Students.
PUB DATE- 98
NOTE- 76p.; M.S. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Academic Achievement; Behavior Modification; *Cooperative Learning; Elementary Education; *Emotional Disturbances; *Grouping (Instructional Purposes); *Peer Relationship; Peer Teaching; Pretests Posttests; *Reinforcement; Social Studies

This paper describes the outcomes of a program developed and implemented to increase work completion in social studies, along with attending and cooperative behaviors for suburban elementary school students with severe emotional disturbances (SED). The objectives of the program were to increase the work completion of at least 6 of the 8 students with SED by at least 1 assignment during post-testing as compared to the teacher-made checklist documenting assignments completed during pre-testing, to increase attending behavior by 20 percent, and to demonstrate an increase of 20 percent in cooperative behaviors as documented on the teacher made observation record. Strategies implemented included group development, cooperative grouping, and group reinforcement. The target group was taught how to work cooperatively in three phases: teams of two, four, and whole class. During implementation, group reinforcement was used to motivate students to complete social studies assignments while working collectively together. All of the program objectives were met, with the target group showing improvement in all areas. Appendices include a checklist for assignments completed and classroom observation records for attending and cooperative behaviors. (Contains 24 references.) (Author/CR)

ED 430 351   EC 307 201

Kemp, Dawn E.; Center, David B.
Antisocial Behavior in Children and Hans Eysenck's Biosocial Theory of Personality: A Review.
PUB DATE- 98
NOTE- 46p.; Paper presented at the Annual Conference on Severe Behavior Disorders in Children and Youth (Scottsdale, AZ, November 11, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials

IDENTIFIERS- Individuals with Disabilities Education Act

This practicum involved development and implementation of an inservice training workshop on behavior management in the high school setting. Participants were five teachers with students who exhibited challenging behaviors. Prior to the workshop, a needs assessment was conducted which found that the school had a high rate of referral and placement in restrictive alternative settings and that teachers desired training in behavior management techniques. Intervention involved five components of services provided to the teachers by the researcher: (1) the inservice training; (2) on-going consultation regarding behavioral problems; (3) assistance with implementation of behavioral interventions; (4) instruction and assistance with data collection; and (5) provision of a safe environment for teachers to discuss classroom concerns. The inservice training covered discipline and the Individuals with Disabilities Education Act, characteristics of children with behavioral and emotional difficulties, behavior management strategies, and data collection methods. Teachers were helped to select three target behaviors for intervention. Although evaluation did not show initial objectives were achieved, due primarily to loss of most of the targeted students, evaluation did find that teachers implemented behavior interventions more consistently and spent less time on discipline and more time on teaching than before the workshop. The needs assessment, pre-implementation, and post-implementation teacher surveys are appended. (Contains 19 references.) (DB)

ED 430 369 EC 307 222

Safe at School: Planning for Children with Special Needs: A Videotape Training Program and Viewer's Guide. Videotape .
PUB DATE- 98
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- *Accident Prevention; *At Risk Persons; *Disabilities; Educational Environment; Elementary Secondary Education; Evaluation Methods; Intervention; *School Safety; *Special Needs Students

This half-hour videotape and accompanying viewer's guide are designed to assist school personnel in the identification of real and potentially hazardous conditions which threaten the physical safety of children with special needs. The tape presents a systematic process for assessing risk factors and implementing intervention strategies. Policies and procedures that can be implemented by schools for the safety of all children are discussed. The viewer's guide is organized around a 3-step process: (1) assessing the child for his/her own unique safety risks; (2) assessing the school environment with these risk factors in mind; and (3) developing a safety action plan that is based on these two assessments. In each of these sections, specific needs of children with mobility impairments, sensorineural impairments, or cognitive/emotional impairments are addressed. The final section discusses general policies and procedures for school safety including a regular safety walk-through of the entire school, staffing levels, and emergencies. (DB)

ED 430 370 EC 307 223

innovations that this growing research base holds for program development. Attention then turns to Russian language teaching and the 1993 study, "Predictors of Foreign Language Gain During Study Abroad" (Predictors study). Discussion focuses on the compatibility of data analysis results with interpretations and implications for second language learning, instructional materials, and program development. The questions raised in this discussion lead to the final section: prospects for increasing understanding of the role of study abroad in the teaching and study of the Russian language. In this section, strategies are suggested for strengthening existing predictor models, study designs, questions to be addressed, and variables that might lead to an increased understanding of SLA during study abroad and the pragmatic applications for designing optimal study abroad experiences. Contains 35 references. (MSE)

ED 430 393   FL 025 826

Clark, Zoila Y.
Grammar in Context for ESL College Students.
PUB DATE- 99
NOTE- 181p.; Master's Thesis, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Achievement Gains; Classroom Techniques; College Instruction; *College Students; *Discourse Analysis; *English (Second Language); *Grammar; Higher Education; Language Proficiency; Language Tests; Second Language Instruction; Teacher Developed Materials; *Writing (Composition); *Writing Instruction
IDENTIFIERS- *Nonnative Speakers

The report describes a grammar program designed to reduce structural errors in written tests on non-native students of English. Subjects were 20 college English-as-a-Second-Language (ESL) students of different language backgrounds. The program's objectives were to (1) reduce grammatical errors in the students' writing by 20 percent, (2) improve student's knowledge of grammar, measured by five points in a grammar test, and (3) improve writing quality by 20 percent, as measured by writing assignments, reading journals, and written samples. Writing was evaluated using a holistic rubric and errors were recorded in the researcher's checklist and students' progress charts. Instructional strategies included reading, writing, discussing, analyzing texts, and answering high-level cognition questions to develop grammatical awareness. The first objective was not met, due to the long developmental process of second language learning. The two other objectives were met, with subjects improving their grammatical accuracy and fluency in writing. Substantial appended materials include a letter of consent from the participating students, information charts concerning the target group, graphs and tables presenting the study data, and all the teacher-developed materials used during the implementation. Contains 32 references. (Author/MSE)

ED 430 394   FL 025 828

McPake, Joanna; Johnstone, Richard; Low, Lesley; Lyall, Lindsay
Foreign Languages in the Upper Secondary School: A Study of the Causes of Decline.
PUB DATE- 99
NOTE- 234p.
LANGUAGE- English

services provided by voluntary literacy organizations; using laptop computers in creative ways; penetrating the mysteries of the Internet; and sources of technical assistance. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 430 414 FL 801 317

Delaruelle, Susan
Beach Street: Student's Book 2.
PUB DATE- 98
NOTE- 209p.; Includes cassette. For Teacher's Book 2, see FL 801 318.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Audiotape Recordings; Conflict Resolution; *Conversational Language Courses; *Daily Living Skills; Employment; *English (Second Language); Foreign Countries; Friendship; Health Services; *Interpersonal Communication; Medical Services; Neighborhoods; Numeracy; Pronunciation Instruction; Recreational Activities; Second Language Instruction; Social Behavior
IDENTIFIERS- Australia

The student's textbook contains lessons in intermediate English based on a fictitious community in Australia and its inhabitants. Lessons focus on two types of interaction: those with an interpersonal motivation (e.g., casual conversations), and those with pragmatic motivation (e.g., buying and selling, seeking help). The casual conversations are semi-scripted and recorded on an accompanying cassette tape. The student's book contains ten lessons with these topics: neighbors; a child's medical check-up; a quarrel; giving advice; healthy lifestyles; job information; physical activity; accidents and medical emergencies; hospital care; celebrations and festivals; expressing feelings; social behavior; and a picnic at the beach. Each lesson includes readings, listening exercises, dialogue(s), and reinforcement and extension activities emphasizing reading, writing, pronunciation, and numeracy skills. An answer key for the exercises is appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 430 415 FL 801 318

Delaruelle, Susan
Beach Street: Teacher's Book 2.
PUB DATE- 98
NOTE- 136p.; For Student's Book 2, see FL 801 317.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Conflict Resolution; *Conversational Language Courses; *Daily Living Skills; Employment; *English (Second Language); Foreign Countries; Friendship; Health Services; *Interpersonal Communication; Medical Services; Neighborhoods; Numeracy; Pronunciation Instruction; Recreational Activities; Second Language Instruction; Social Behavior; Teaching Guides
IDENTIFIERS- Australia

The teacher's guide contains lessons in intermediate English based on a fictitious community in Australia and its inhabitants. Lessons focus on two types of interaction: those with an interpersonal motivation (e.g., casual conversations), Cohn); (3) "How Will We Do More with Less?: The Public Policy Dilemma of Financing Postsecondary Educational Opportunity" (Thomas G. Mortenson); (4) "The Growing Loan Orientation in Federal Financial Aid Policy: A Historical Perspective" (James C. Hearn); (5) "Federal Student Aid Regulations: Next Steps" (Jamie P. Merisotis); (6) "How Do Loans Affect the Educational Decisions of Students?: Access, Aspirations, College Choice, and Persistence" (David A. Campaigne and Don Hossler); (7) "Who Defaults on Student Loans? The Effects of Race, Class and Gender on Borrower Behavior" (James Fredericks Volkwein and Alberto F. Cabrera); (8) "Trade School Defaults: Proprietary Schools and the Federal Family Educational Loan Program" (Michael D. Coomes); (9) "Are Bankruptcy Courts Creating 'the Certainty of Hopelessness' for Student Loan Debtors? Examining the 'Undue Hardship' Rule" (Richard Fossey); and (10) "Condemning Students to Debt: Some Conclusions and Reflections' (Richard Fossey). (Individual chapters contain references.) (DB)

ED 430 435 HE 032 025

Bender, Thomas, Ed.; Schorske, Carl E., Ed.
American Academic Culture in Transformation: Fifty Years, Four Disciplines.
PUB DATE- 97
NOTE- 371p.; "Originally published as the Winter 1997 Issue of Daedalus: Journal of the American Academy of Arts and Sciences (vol. 126, no. 1)."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Cultural Influences; Economics; *Educational History; English; Higher Education; *Intellectual Disciplines; *Philosophy; Political Science

The 14 essays in this collection reflect on how the major academic disciplines of economics, English, philosophy, and political science have changed in the decades since World War II. Following an introductory essay by the editors, essay titles are: (1) "Politics, Intellect, and the American University, 1945-1995" (Thomas Bender); (2) "How Did Economics Get That Way and What Way Did It Get?" (Robert M. Solow); (3) "Economics-the Current Position" (David M. Kreps); (4) "Reconfigurations in American Academic Economics: A General Practitioner's Perspective" (William J. Barber); (5) "The Transformation of English Studies: 1930-1995" (M.H. Abrams); (6) "The History of Literary Criticism" (Catherine Gallagher); (7) "Tracking English and American Literary and Cultural Criticism" (Jose David Saldivar); (8) "A Half Century of Philosophy, Viewed from Within" (Hilary Putnam); (9) "Trends in Recent American Philosophy" (Alexander Nehamas); (10) "Political Science in the 1940s and 1950s" (Charles E. Lindblom); (11) "Still Blowing in the Wind: The American Quest for a Democratic, Scientific Political Science" (Rogers M. Smith); (12) "The New Rigorism in the Human Sciences, 1940-1960" (Carl E. Schorske); (13) "From the Street to the Lecture Hall: The 1960s" (Ira Katznelson); and "The Disciplines and the Identity Debates, 1970-1995" (David A. Hollinger). (Individual chapters contain references.) (DB)

ED 430 436 HE 032 026

Keller, Michael
Enrollment Projections, 1998-2008: Maryland Public Colleges and Universities.
PUB DATE- 99

many did not fully understand the needs and concerns of distance students until they themselves became distance learners. Based on the results of the first training programs, the next training program required participants to demonstrate computer, e-mail, and Internet skills (using a CD-ROM tutorial) before beginning the program, and delivered training both in face-to-face and distance education modes. Participants in this program developed the requisite skills and competencies much more quickly and fully than had participants in the first programs. In 1997 a third-stage program, using a web-based interface as well as face-to-face sessions, was offered to 29 faculty. However, in this program only two faculty actively participated in the on-line portion and seven in the face-to-face training portion. It was concluded that faculty tech training requires strong administrative support and commitment, as well as financial incentives to ensure that faculty understand that their efforts to learn these new tools are valued. (MDM)

ED 430 456 HE 032 047

New Faculty Orientation Plan.
PUB DATE- 99
NOTE- 21p.; Prepared by the Professional Development Committee of the Academic Senate.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; *College Faculty; College Planning; Community Colleges; Faculty College Relationship; *Faculty Development; Mentors; Portfolio Assessment; School Activities; Two Year Colleges
IDENTIFIERS- *Triton College IL

This report provides an overview of Triton College's (Illinois) New Faculty Orientation Plan, which was developed in light of the large number of retirements and new hires expected by the year 2000. The purpose of the plan is to assist newly hired instructors to move productively into their professional roles and to become actively involved in the campus community. Program goals include the improvement of teaching and professional service skills, the creation of a professional development plan, and active involvement in the campus community. Program components include new faculty mentoring, a monthly schedule of mentoring activities, the appointment of mentors, faculty portfolios, campus activities, special events, recognition, a Web page, and assessment of program components. An appendix provides a list of members of the academic senate's professional development committee. (MDM)

ED 430 457 HE 032 048

Triton College Faculty Recruitment Action Plan (FRAP).
PUB DATE- 98
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Beginning Teachers; *College Faculty; *College Planning; Community Colleges; Cultural Pluralism; *Faculty Recruitment; Incentives; Marketing; Minority Groups; Teacher Orientation; Teacher Selection; Two Year Colleges
IDENTIFIERS- *Triton College IL

programs, special programs, and tax incentives. Specific programs included are the following: Pell Grant (federal); Supplemental Educational Opportunity Grant (federal); Wisconsin Higher Education Grant (HEAB); Indian Student Assistance Grant (HEAB); Independent Student Grant (HEAB), Advanced Opportunity Program (UW System); Bureau of Indian Affairs Grant (federal); Veterans Tuition and Fee Reimbursement Grants (Veterans Affairs); National Guard Tuition Grants (Military Affairs); Nursing Student Stipend Loan (HEAB); Minority Teacher Loan (HEAB); Physician Loan Assistance Program (Department of Commerce); Perkins Loan (federal); Stafford Student Loan (federal); Federal Direct Student Loan; Academic Excellence Higher Education Scholarships (HEAB), Minnesota-Wisconsin Reciprocity Program; HOPE Scholarship tax credit (federal); and higher education tax deduction (state). The fourth section discusses the process used to distribute financial aid. The final section provides interstate comparisons. (DB)

ED 430 477 HE 032 068

Chalmers, Anna
Workload and Stress in New Zealand Universities. A Follow Up to the 1994 Study.
PUB DATE- 98
NOTE- 116p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Faculty; *Faculty Workload; Followup Studies; Foreign Countries; Higher Education; *Quality of Working Life; Questionnaires; Stress Variables; Surveys; Tables (Data); Teacher Attitudes; Universities
IDENTIFIERS- *New Zealand

This follow-up study surveyed members of the Association of University Staff of New Zealand concerning their workload and stress levels and compared findings to a similar survey conducted in 1994. Survey responses (n=1155) were analyzed in terms of employment status, work hours, salary, responsibilities, changes and their impact, stresses and pressures, improvements, and issues. Overall, the situation in 1998 reflects a continuum of responses toward earlier changes and their effects, rather than to new changes bringing new impacts. Changes continue to be more negative than positive for staff; stress effects on staff worsened by 1998, with more staff reporting a work-related illness or injury than in 1994. Most staff reported detrimental rather than improved effects on six aspects of their personal, family, and work lives. Few differences between 1994 and 1998 were found in the following areas: number of hours worked by all groups; employment status of most staff; the continued increase in work demands; continued dissatisfaction with university restructuring, student numbers, and demands; high stress levels of academic staff; dissatisfaction with the time available for research; and dissatisfaction with salaries. Appended are tables detailing responses, the questionnaires used, and sample responses to open-ended questions. (Contains 27 references.) (DB)

ED 430 478 HE 032 069

Schifter, Catherine C.; Bogert, Meredith; Boston, Daniel
Acquisition of a Touching Style in Dentistry: An Exploratory

corporation that requires corporate strategies and tactics. The second challenge comes from rapid cultural change and conflicts between ideologies. More important than perceived conflict between scientists and scholars is the conflict between academic values or traditions and corporate values or ethics. American universities are being homogenized by corporate bureaucratization and reason is no longer the university's organizing principle. In meeting the challenges of technological and cultural change, the nation should protect the its investment in its institutions of higher education and should rethink the investments made by the university's major constituencies, including faculty, professional staff, students, and alumni. Above all, universities must work to adapt and use technological innovation more effectively for educational purposes and to renew and enhance the human capital investments unique to their mission. (DB)

ED 430 497 HE 032 088

Zahorski, Kennth J.; Cognard, Roger; Gilliard, Michelle D., Ed.
Reconsidering Faculty Roles and Rewards: Promising Practices for Institutional Transformation and Enhanced Learning. A Report on CAPHE's Faculty Roles, Faculty Rewards, and Institutional Priorities Grant Program.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 99
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change Strategies; *College Faculty; Educational Change; *Faculty College Relationship; Faculty Development; Faculty Evaluation; Grants; Higher Education; Institutional Mission; Private Colleges; Rewards; Self Evaluation (Groups); *Teacher Role

This report presents conclusions of a grant program of the Consortium for the Advancement of Private Higher Education (CAPHE) which provided grants to help the 22 participating institutions bring congruence between institutional mission and existing faculty roles and reward structures. Following an introductory section, Section 1 identifies and briefly discusses some of the future challenges of higher education that are most frequently mentioned in the CAPHE grant project final reports. Section 2 identifies the common denominators of the grant project case histories, noting not only the most noteworthy formative changes at specific institutions but also general approaches that seem to work in almost any type of institution. Section 3 focuses on the six most important issues with which the grantee institutions chose to grapple: (1) learning and assessment, (2) redefining scholarship, (3) faculty development, (4) faculty evaluation and rewards, (5) collegial governance, and (6) instructional technology. Section 4 summarizes practices (theoretical, process, and application) which have proven to be most effective for successfully addressing the issues undertaken. Appendices include author biographies, a list of project contacts, and a description of a study of faculty perceptions. (Contains 12 references.) (DB)

ED 430 498 HE 032 089

Pratt, Linda Ray
The Rise of Temporary Faculty Appointments and the Decline of the Liberal Arts.
PUB DATE- 98

IDENTIFIERS- *Technology Based Instruction; Technology Utilization
Papers in this proceedings explore the theme of rethinking teaching and learning through technology. Along with general session papers that address asynchronous learning networks and the World Wide Web as a classroom without walls, the document contains papers in the following eight tracks: (1) Assessing the Effectiveness of Technology in Teaching and Learning, including evaluation of a notebook computing project, evaluation of three educational online delivery approaches, and return on instructional technology investment; (2) Distance Learning/ITV (Interactive Television), including training faculty to teach via two-way ITV, converting a desktop video conferencing system to classroom use, designing the computer-mediated conference, and hardware/software to support distance learning; (3) Faculty Development, including getting faculty and technology together, master classrooms at Middle Tennessee State University (MTSU), meeting faculty training needs in instructional technology, and MTSU's Digital Media Center; (4) Harnessing the Web for Instruction and Research, including creating a course homepage and practical tips/strategies for finding information on the Internet; (5) Instructional Technology Case Studies, including helping faculty create course Web pages, interactive television vs. a traditional classroom setting, best case practices of technology at Eastern New Mexico University, and the nature of teaching and learning in multimedia laboratory classrooms; (6) The Internet: An Electronic Course Delivery System, including enhancing learning through electronic communication technologies, a post-Gutenberg student research project, incorporating JavaScript in a Web-based multimedia development course, using electronic media to teach on-campus courses, and trailblazing/innovation; (7) Technology and Pedagogy, including critical thinking skills in a technology-related class, the virtual global village, the high-tech humanist, and DVI (Digital Video Interaction) in multimedia post-production techniques; and (8) University/K-12 Partnerships in Instructional Technology, including children's/young adult literature on the Internet, multimedia for middle level science teachers, a multimedia training program for K-12 teachers, and the University/Public School Keypals project. Papers from a workshop and several electronic demonstrations are also included. (DLS)

ED 430 516   IR 019 486

Edwards, Clark; Fritz, Janie Harden
Evaluation of Three Educational Online Delivery Approaches.
PUB DATE- 97
NOTE- 16p.; In: Mid-South Instructional Technology Conference Proceedings (2nd, Murfreesboro, TN, April 6-8, 1997); see IR 019 485.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Information; Comparative Analysis; *Computer Assisted Instruction; Conventional Instruction; Educational Technology; Higher Education; *Instructional Design; *Instructional Effectiveness; Instructional Material Evaluation; Instructional Materials; *Outcomes of Education; Questionnaires; *Student Attitudes; Student Surveys; Tables (Data); Teaching Methods; Undergraduate Students; World Wide Web
IDENTIFIERS- Access to Technology; *Concept Acquisition; *Presentation Mode; Student Satisfaction

Education; *Public Schools; Questionnaires; School Community Relationship; School Surveys; State Surveys; Tables (Data); Teacher Competencies; Teacher Surveys; Use Studies
IDENTIFIERS- Access to Technology; Administrator Surveys; Computer Use; Conceptual Frameworks; Site Visits; *Technology Utilization; *Virginia

This study was commissioned by the Commonwealth of Virginia to assess the status of technology availability and usage in public schools in the Commonwealth. The study used the Milken Exchange's "Seven Dimensions for Gauging Progress with Learning Technology" as a framework. The first dimension focuses on new opportunities and benefits for learners through technology; the remaining six dimensions frame the essential conditions necessary to bring the effective use of technology to all learners (i.e., learning environments, professional competency, system capacity, community connections, technology capacity, and accountability). The methodology for the study included collection, analysis, and correlation of data from four sources: a survey of principals or designees representing school buildings; a survey of a statewide sample of teachers; on-site visits of school buildings representing all regions of the state; and focus groups and phone interviews of key constituents in the state. Results are discussed for each of the Seven Dimensions, and key findings and recommendations are outlined. Appendices include: survey, focus group, and site visit findings in text and tables; data by school division; and data collection instruments. (AEF)

ED 430 535 IR 019 559

Accelerating a National Agenda for Technology in Schools.
PUB DATE- 98
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Uses in Education; Educational Development; Educational Policy; Educational Practices; *Educational Technology; Elementary Secondary Education; Information Technology; *Instructional Effectiveness; *Instructional Innovation; *Partnerships in Education; Policy Formation; Public Policy
IDENTIFIERS- *Milken Exchange on Education Technology; Technology Integration; *Technology Utilization

This document focuses on the mission, goals, and accomplishments of the Milken Exchange on Education Technology, an organization that is dedicated to creating a national agenda to advance innovative and effective uses of learning technology in elementary and secondary schools. The following key questions related to learning technology are outlined: (1) What does it mean to be "educated" in today's complex, digital age? (2) What do technology and telecommunications bring to the learning process? (3) What conditions are essential to the effective use of technology for learning? (4) What new research and development is needed to guide exemplary practice? and (5) What can the public expect in return for its investment in learning technology? A unique partnership between the school, local government, business community in Greenbrier (Arkansas) is briefly described. Five strategies employed by the Milken Exchange are highlighted, including examples of activities in each area: increasing public awareness; advancing public policy; supporting new designs for teaching and learning; promoting continuous improvement through planning; and research project; efforts to improve coordination of ABE and work force development; and development of school-to-career development demonstration sites. (MN)

ED 430 078 CE 078 513

Lenz, B. Keith, Ed.; Sturomski, Neil A.; Corley, Mary Ann
Serving Adults with Learning Disabilities: Implications for Effective Practice.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 98
NOTE- 70p.; For a related document, see CE 077 896.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Basic Education; Adult Learning; Adult Literacy; *Adult Students; *Civil Rights; Classroom Techniques; *Disability Identification; Educational Diagnosis; Educational Needs; Educational Practices; Educational Research; Educational Strategies; *Learning Disabilities; *Literacy Education; Screening Tests; Student Characteristics; Student Evaluation; Teaching Methods; Theory Practice Relationship

This document contains four monographs on serving adults with learning disabilities. The preface (Mary Ann Corley) explains how the papers were commissioned. The primary and secondary characteristics of learning-disabled adults and the implications of those characteristics for adult literacy programs are discussed in "Characteristics of Adults with Specific Learning Disabilities" (Paul J. Gerber). In "Screening for Learning Disabilities in Adult Literacy Programs," Daryl F. Mellard describes several effective screening procedures, their role in the overall assessment process, and the links between screening results and instruction. "Effective Instruction for Adults with Learning Disabilities" (Charles Hughes) details 16 principles of effective instruction: teach important skills, teach less better, teach explicitly, teach contextually, explain what is to be learned, check the old before teaching the new, model what is to be learned, use supported practice, use controlled materials, provide sufficient practice, require frequent responses, provide corrective feedback, promote generalization, be prepared, use accommodations only when necessary, and use caution in selecting instructional techniques. "Specific Learning Disabilities: A Civil Rights Issue" (Peter S. Latham, Patricia H. Latham) explores the legal rights of adults with specific learning disabilities in the areas of education and employment. In "National Adult Literacy and Learning Disabilities Monographs: A Conclusion," Neil A. Sturomski and B. Keith Lenz reiterate the main issues raised in the monographs. (MN)

ED 430 079 CE 078 536

Lamb, Stephen; Long, Michael; Malley, Jeff
Access and Equity in Vocational Education and Training: Results from Longitudinal Surveys of Australian Youth. ACER Research Monograph No. 55.
PUB DATE- 98
NOTE- 125p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Access to Education; Apprenticeships; Educational Background; *Educational Benefits;

functional job analysis, combined methods); deciding whether descriptors for characterizing occupations and professions should be task oriented or worker oriented; determining how knowledge, skill, and ability domains should be specified (surveying practitioners about knowledge, skills, and abilities; empirical methods for linking knowledge, skills, and abilities; and subject-matter expert panels for judging knowledge, skills, and abilities); and deciding how job analysis results should be translated into test specifications (the challenge, organizational frameworks, and weights for test specifications). Concluding the paper is an examination of the following considerations in evaluating the effectiveness of job analysis: protecting the public; protecting examinees; protecting credentialing agencies; and weighing the science and politics of validity. The paper contains 80 references. (MN)

ED 430 096 CE 078 573

Talbert, B. Allen
Evaluation of the PALS (Partners in Active Learning Support) Mentoring Program. Final Report for National FFA Organization.
SPONS. AGENCY- Future Farmers of America, Alexandria, VA.; Kellogg Foundation, Battle Creek, MI.
PUB DATE- 96
NOTE- 101p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cross Age Teaching; *Elementary School Students; Elementary Secondary Education; *High School Students; *Mentors; *Student Organizations; Tutoring
IDENTIFIERS- *Future Farmers of America

An evaluation, informed by a literature review, was conducted of current PALS (Partners in Active Learning Support) programs run by the FFA (Future Farmers of America), through site visits and survey administration. Site visits were made to four participating FFA chapters to evaluate the program, which matches high school mentors with grade school students to form one-on-one relationships that were intended to help keep students in school. Survey data were obtained from 11 of the 32 sites. The following were studied: whether high school and elementary school students were more likely to remain in school and develop leadership skills as a result of PALS, the degree of support for the program and impact of the program in the school and community, the types of activities used in weekly mentor/mentee sessions, how to reduce risk factors in the community and the school associated with adolescent problem behavior, and the longevity of PALS in participating chapters. Findings were presented in terms of the seven objectives of the study. The study concluded that the PALS program seemed to improve the elementary students' attitudes about the importance of school, and it improved their self-esteem; students were more likely to attend school because their "big friend" was coming that day. Many PALS sites were not continued because of changes in school personnel, however, and institutionalizing the program was recommended. (The project survey and other site visit documents are included in the six appendixes of the report, which contains 11 references.) (KC)

ED 430 097 CE 078 574

Rachal, John R.
Adult Education: A Bibliography of English-Language Books and Selected Non-Periodical Literature through 1998.

(KC)

ED 430 113 CE 078 615

Learning...To Succeed. Preparing Young People for Tomorrow's Workplace.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 99
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Exploration; *Education Work Relationship; *Institutional Cooperation; Middle School Students; Middle Schools; *Partnerships in Education; *School Business Relationship; *Work Experience Programs

Although U.S. industry has been reengineered to be the best in the world, companies today have a difficult time finding the skilled workers in order to stay competitive in the global economy. This reality has finally reached the educational community; schools are raising the bar, more students are taking advanced course work, and test scores are improving. In order to continue this improvement and create the work force needed for the future, parents, educators, and business leaders must work together to bridge the gap between school and the workplace. Critical components of educational reform include installing world-class standards, assessing student performance, accountability, and making education relevant. One school district, Community Consolidated School District 21 in Wheeling, Illinois, has embarked on a 3-year initiative, called "Learning . . . To Work," designed to expose middle school students and their teachers to an education rich in both rigorous academic and practical work-related experiences. The program provides opportunities for students to: (1) explore career options through in-class activities and business-sponsored lessons in the workplace; (2) learn the skills and knowledge they will need to excel in the next century; and (3) cultivate an early respect for academic excellence and develop the self-confidence to master more advanced skills in high school. The program also offers teachers work-based learning experiences and continuing relationships with business partners so that they can relate the workplace to their students. (KC)

ED 430 114 CE 078 617

Barber, L.; Hayday, S.; Bevan, S.
From People to Profits.
PUB DATE- 99
NOTE- 57p.; Study supported by the IES Research Club.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Employee Attitudes; *Employer Employee Relationship; Foreign Countries; *Job Performance; Labor Force Development; *Labor Turnover; Personnel Management; *Retailing; Sales Occupations; *Service Occupations; Work Attitudes; Work Environment
IDENTIFIERS- *Customer Services; *Profits; United Kingdom

An empirical test of the service-profit chain in a large United Kingdom retail business explored how employee attitudes and behavior can improve customer retention and, consequently, company sales performance. Data were collected from 65,000 employees and 25,000 customers from almost 100 stores. The process of training the council is an annotated sample agenda for an all-day training program for youth service learning council members. Council activities, including council decision making and the process of review of council membership applications and selection of council members, are discussed along with strategies for ensuring quality and service learning in mini-grants. A sample youth service learning council timetable concludes the booklet. Appended are a sample youth service learning council mini-grant application template and application form and a sample youth service learning council mini-grant review form. (MN)

ED 430 131 CE 078 658

Carter, Kathryn Gibson
Hooking Out-of-School Youth through Service Learning. Linking Learning with Life.
SPONS. AGENCY- Corporation for National Service, Washington, DC.
PUB DATE- 98
NOTE- 33p.; For related documents, see CE 078 654-667. Illustrations may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Adult Programs; *Citizenship Education; Community Education; Community Schools; Dropout Characteristics; Dropout Prevention; Dropout Programs; Dropouts; Education Work Relationship; Educational Quality; Inservice Teacher Education; *Motivation Techniques; Multiple Intelligences; National Organizations; Nonprofit Organizations; *Nontraditional Education; *Out of School Youth; Partnerships in Education; Program Development; *School Holding Power; School Role; Secondary Education; *Service Learning
IDENTIFIERS- AmeriCorps

This booklet explains how service learning can be used to encourage out-of-school youth to return to an education program. The booklet begins with a discussion of the term "out-of-school youth" that includes the early warning signals indicating a potential for dropping out of school and circumstances and characteristics of potential school dropouts. After an exploration of the school-related, family-related, job-related, and other reasons why traditional school has failed out-of-school youth, selected practices from the area of education reform that have bearing on dropout prevention and retrieval are examined. Special attention is paid to the theory of multiple intelligences and the literature on community service learning and the school-to-work transition. The results of implementing service learning are reviewed. The following types of programs that have been successful at recapturing students are detailed: full-service community schools, adult learning centers, communities in schools, and AmeriCorps. Presented next are suggestions for service learning program planners regarding the following areas: school infrastructures, partnerships and connections, teacher training, and high-quality service learning. Concluding the booklet are descriptions and the addresses of five national organizations involved in dropout prevention. (Contains 24 references.) (MN)

ED 430 132 CE 078 659

Brown, Lynn; And Others

NOTE- 22p.; For the "Curriculum Guidelines," see CE 078 690.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Education; Competence; Competency Based Education; Cooperative Education; Course Content; *Education Work Relationship; Employment Potential; High Schools; *Integrated Curriculum; Job Skills; Program Implementation; *School Business Relationship; *State Standards; *Vocational Education; *Work Experience Programs
IDENTIFIERS- *Washington; *Work Based Learning

This document provides the state standards for high school work-based learning programs in the state of Washington. Following a vision statement, the guide includes standards for the following: (1) organization and administration of work-based learning programs; (2) the school-to-work transition sequential process; (3) school-based learning activities; (4) connecting activities; (5) work-and community-based learning activities; and (6) the role of the work-based learning coordinator. Within each standard area, indicators for successful performance of the standard are delineated. (KC)

ED 430 149 CE 078 692

Bay County Sheriff's Office Juvenile Boot Camp: A Follow-up Study of the First Seven Platoons. Management Report Number 44.
PUB DATE- 97
NOTE- 48p.; For a related document, see CE 078 693.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Correctional Education; *Correctional Rehabilitation; *Delinquency; Juvenile Justice; Outcomes of Education; *Prisoners; Program Effectiveness; Recidivism
IDENTIFIERS- Florida (Bay County); *Jail Boot Camps

An evaluation was conducted of the first seven platoons (59 inmates) of male juveniles who entered the Bay County (Florida) Sheriff's Office Juvenile Boot Camp between June 1994 and August 1995. Findings include: the typical boot camp graduate was a 16-year-old male; 49 percent were black; the graduates averaged 7.7 delinquency cases before boot camp admission, more than half of which involved felonies (most frequently, burglary); the average length of stay was 138 days; as a group, the boot camp graduates increased one grade, 2 months in reading, one grade, 7 months in mathematics, and one grade, 8 months in spelling; aftercare services were provided by several community juvenile agencies; of the graduates, 52 percent successfully completed aftercare, and 36 percent were employed; and 49% of the graduates were readjudicated or convicted on new charges during the first year after graduation, about the same percentage as that of a matched control group of youths released from other moderate and high-risk residential commitment programs. It was recommended that further evaluation be conducted to determine which program components contribute to the achievement of program components, and not solely to outcomes. Contains 18 tables and 5 figures. (KC)

ED 430 150 CE 078 693

Polk County Juvenile Boot Camp--Female Program: A Follow-up Study of the First Seven Platoons. Management Report Number 55.

What's My Job in Court? An Answer and Activity Book for Kids Who Are Going to Court.
SPONS. AGENCY- Department of Justice, Washington, DC.
PUB DATE- 98
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Children; *Court Litigation; Definitions
IDENTIFIERS- Activity Books; Coloring Books

This activity and answer book is designed for children who will be serving as witnesses in court cases. It uses three child characters. The book defines the role of each of the following: judge, prosecutor, victim's advocate, defense attorney, witness, court reporter, clerk of court, and jury. Also explained is the courthouse itself; a drawing of a courtroom shows where court officials, witnesses, etc. sit. Advice on what to do before court is offered. Throughout the booklet an emphasis is placed on telling the truth. A set of rules of the courtroom and activities in the booklet make it clear that it is normal to be upset and nervous and emphasizes that children should let court officials know this when it happens. Children are also reminded that if they don't understand a question to say so and if they are asked about something they don't remember it is okay to say that they don't remember. Also explains what happens when the child's job as witness is over. Activities to reinforce material presented include: connect-the-dots, puzzles, and review questions. Includes a glossary of terms. (MKA)

ED 430 170 CG 029 238

Riverin-Simard, Danielle
Key Roles in the Revolution of Work.
PUB DATE- 99
NOTE- 55p.; Originally published in French, "Roles-cles des dans la Revolution du Travail." Paper presented at the Annual Conference of the Canadian Guidance and Counseling Association (Montreal, Quebec, Canada, 1998).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Counseling; Career Development; Counseling Techniques; *Counselor Role; *Employment; Foreign Countries; *Trend Analysis

At the height of the work revolution and its great social challenges, career development and employment counseling specialists have essential key roles to play in order to support the socioeconomic growth of our community. This book suggests four pro-active key roles for the profession. This recommendation is based on research conducted over the past decade with 1,500 adult workers facing career transition. These key roles, which are relevant to working with individuals or groups, include: counselor of being-doing link; counselor in real and virtual career; counselor in managing vocational chaos; and a role encompassing broadly the counselor in the social guidance of work. This paper is addressed to all career development and employment counseling specialists. It encourages them to be more directly involved in macro sociopolitical decisions. It also endeavors to guide them to be

Rost, Jacquie; Royer, Marceil
Evaluating the Effectiveness of Charger Connection Class.
PUB DATE- 99
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; *High School Freshmen; High Schools; Program Effectiveness; School Guidance; Student Development; Teacher Student Relationship; *Transitional Programs

This research project, called Charger Connection, was designed to evaluate the effectiveness of a pilot transition program for incoming high school freshmen at Elkhart Memorial High School (Indiana). The Charger Connection class was developed to help students overcome problems associated with the transition from middle school to high school. Problems identified include a lack of academic preparedness, indifference toward homework assignments, and lack of appropriate study skills. One-third of incoming freshmen were randomly assigned to Charger Connection classes, which met during a study period. Teachers used the class to develop a "team" relationship with members of the class and to check on student grades and progress. They helped students learn to use their student handbook and to organize themselves. Both quantitative and qualitative data were collected. Students in the Charger Connection had more positive results on a survey measuring adjustment to school. Qualitative results were also positive; however, some suggestions for improvements were made. Teachers felt that the orientation lessons were most helpful and made suggestions for changes. Improvements are planned in scheduling and in revision to interactive and relevant activities for the class. The syllabus, freshman survey results, and student and teacher surveys are appended. (EMK)

ED 430 190 CG 029 280

Kane, Jeanette; Hodges, Jilda; Srebro, Karen; Fruhwirth, Mary; Chambliss, Catherine
Attempts To Reduce Cigarette Smoking among College Students: A Pilot Study.
PUB DATE- 99
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Students; Higher Education; Information Dissemination; Literature Reviews; Pamphlets; *Smoking
IDENTIFIERS- *Smoking Cessation

This study utilizes college student volunteers in a three-week smoking cessation program. The volunteers were given two American Cancer Society brochures about smoking cessation, a guide for a comprehensive plan to quit smoking developed by Glaxo Wellcome, the American Lung Association's Quit Smoking Action Plan, a list of common nicotine withdrawal symptoms and coping strategies, and a smoke-intake weekly monitoring chart. Participants also took part in a discussion of information gleaned from a literature review. Smokers were asked to limit their smoking to every four to five hours and meetings were held for follow-up. Despite the limited number of participants, results show significant reductions in smoking. This type of cessation program appears to be very effective in helping college students reduce their smoking or to quit smoking. The small number of students volunteering indicates that there is

DESCRIPTORS- Elementary Secondary Education; *Literacy; *Reading Achievement; *Reading Skills; *Reading Tests; Student Development; Test Construction; *Test Content; *Test Format
IDENTIFIERS- *National Assessment of Educational Progress; Reading Management

This booklet presents the Reading Framework for the 1992, 1994, 1998, and 2000 National Assessments of Educational Progress (NAEP), adopted by the National Assessment Governing Board (NAGB). The Framework contains the rationale for the aspects of reading assessed and criteria for development of the assessment. Developed through a national consensus process as part of an effort to move assessment forward, the framework presented in the booklet is more consistent with contemporary knowledge about reading and more relevant to the needs of education decisionmakers than earlier assessments have been. After an overview and introduction, chapters of the booklet are: (1) development of the Reading Framework (which discusses Steering Committee guidelines, the nature of assessment, reading literacy, assessment and instruction, new methodologies, and the basis of the Framework); (2) design of the Reading Framework (which discusses a goal for reading literacy education; constructing, extending, and examining meaning; and constructing the assessment); and (3) special Studies and Background Information (which discusses the oral reading and response study, the portfolio study, the metacognition study, and information for education policymakers). Contains 10 references; appendixes present reading achievement level descriptions, lists of Steering and Planning Committee members, and sample items. (RS)

ED 430 210 CS 013 547

Kang, Dong-Ho
L2 Children's Reading Conceptions and Its Relationships with Intertextuality.
PUB DATE- 99
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Grade 2; Primary Education; Protocol Analysis; *Readability; *Reading Attitudes; *Reading Comprehension; Reading Research; Second Languages
IDENTIFIERS- *Intertextuality

The purpose of this paper was to investigate how young (second grade) L2 readers constructed intertextual meaning and how to relate their conceptions or beliefs about reading to their intertextuality. L2 readers who moved to America might be influenced by their cultural background which might further affect their reading processes. Though current literature has shown great interest in good readers' intertextual process during reading (Hartman, 1990), little interest was given to poor readers or minority groups' intertextual reading processes. This paper was designed to fill such gap in the reading research literature. The researcher first diagnosed three L2 readers' reading conceptions and self-concept as a reader in both L1 and L2, followed by retrospective miscue analyses to investigate their reading processes. Finally, their criteria about readability and intertextual connections among three Cinderella stories was examined by conducting think-aloud methods. The results show that their reading conceptions of L1 and L2 were influenced by language proficiency, peer group, home literacy environment, and school instruction. Young second readers had their own criteria about readability: vocabulary,

(150)
DESCRIPTORS- *Academic Achievement; *Basic Writing; *Data Collection; Developmental Studies Programs; Freshman Composition; Higher Education; *School Holding Power; *Student Improvement
IDENTIFIERS- *Arizona State University; *Basic Writers; Southern Illinois University Carbondale; West Chester University of Pennsylvania

Unless questions about student performance and student retention can be answered and unless educators are proactive in finding and publicizing such information, basic writing programs cannot determine if what they are doing is working. Hard data, especially from underrepresented groups, is needed to support these programs. At Arizona State University, for example, basic writing students take the "Stretch Program"--it essentially stretches English 101 over two semesters, giving the basic writing students more time. The "Stretch" students pass English 101 at a 6% higher rate than those who take "regular" English 101. Other basic writing programs are collecting and distributing these same kinds of hard data. For example, semester-to-semester retention is up 11% at Southern Illinois University (Carbondale), over 80% of their basic writing students pass the entire writing sequence at West Chester University. Placement data from Arizona State, detailed placement information from the last five fall semesters, detailed pass rate data, registration and pass rates, a graph of percentage of student population, pass rates for ENG 101-WAC 101 for the last five semesters, and pass rates for fall data are outlined, leading to several questions, especially about minority group students. (NKA)

ED 430 230   CS 216 685

Zorn, Jeff
Applied This, Applied That, and the Other: The Counterproductive Professionalization of Composition Teaching.
PUB DATE- 99
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- English Instruction; High Schools; Higher Education; *Scholarship; Student Needs; *Theory Practice Relationship; *Writing Instruction; *Writing Teachers
IDENTIFIERS- Academic Discourse Communities; *Composition Theory; *Professionalization

Recent books and scholarly journals directed to English composition teachers reveal something like conceptual chaos, a Babel of mutually unintelligible academic tongues. "New Professional Compositionism" has taken a fundamentally wrong view of the relationship between knowledge (including theoretical knowledge) and practice. An examination of case studies of such "applied" scholarship leads to a "reactionary" view of what is left after the dust settles. Albert Kitzhaber published an influential study of college writing instruction, "Themes, Theories, and Therapy," (1963) in which he opined that in the future, college English departments would no longer have to offer writing courses but could teach literature (as they had been trained) because high schools would demand more rigorous work from their students. The fault lines of generative/transformational grammar's "implications for practice" clearly manifested themselves in the research of Kellogg Hunt into syntactic maturity and the subsequent addresses the interrelatedness of reading, writing, speaking, listening, and viewing with the intent to raise expectations for student performance in the language arts, provide intellectual challenge, and promote students' individual achievement. After an introduction, it presents a sample standardized curriculum format, a philosophy statement/preamble, a description of "The Learning Environment," K-12 goals, and Scope and Sequence of Competencies K-12 in the form of charts and a continuum. A detailed course description for each grade (K-12) is presented. Eighteen course descriptions of language arts offerings include accelerated and advanced placement English, African-American Literature, Creative Writing, Technical and Workplace Writing, Introduction to Journalism, and Oral Communication. Appendixes: (1) give suggested assessment methods, sample rubric for grades K-12, and an example of an anecdotal record; (2) list 29 resource suggestions including seven organization names and addresses; and (3) present a 36-item glossary. (SC)

ED 430 249 CS 216 725

Steinley, Gary
Editorial Commentary in the "Review of Educational Research," 1931-1998: A Study of Genre Construction.
PUB DATE- 98
NOTE- 19p.; Paper presented at the Annual Meeting of the Northern Rocky Mountain Educational Research Association (Chico Hot Springs, MT, October 8-10, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Discourse Analysis; *Editorials; *Editors; Elementary Secondary Education; Higher Education; *Literature Reviews; *Scholarly Journals; *State of the Art Reviews
IDENTIFIERS- Editorial Content; *Review of Educational Research

The purpose of this study was to analyze the editorial commentary from 1931 to present to search for patterns that might be significant in understanding the evolution and current form of the literature review in educational discourse. Using as a primary database all of the editorial commentary from the "Review of Educational Research" from 1931 to 1998, this paper describes patterns of change in the commentary and relates it to the changing concept of the genre "literature review" through this time period. Findings reveal substantive changes in seven dimensions of review characteristics and contribute toward a better understanding of reviews today. Contains 14 references. (RS)

ED 430 250 CS 216 726

Borrowman, Shane
First-Year Training for First-Year Composition: TA Training from the Inside.
PUB DATE- 99
NOTE- 11p.; Paper presented at the Annual National Council of Writing Program Administrators Summer Conference (Tucson, AZ, July 16-19, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Discussion (Teaching Technique); *Freshman

SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 99
NOTE- 100p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Change Strategies; *Educational Change; Educational Improvement; Excellence in Education; *High Schools; *Literature Reviews; Program Effectiveness
IDENTIFIERS- New American Schools

This document reviews the relevant education literature to assess the evidence that reform strategies, such as those being used in New American High Schools, have affected educational outcomes, including school attendance, grades, skills attainment, graduation rates, and postgraduation activities. The overview focuses on 10 strategies: (1) raise academic standards; (2) create small learning environments enabling students and teachers to work together; (3) structure learning around careers and students' interests; (4) promote student achievement by enhancing educators' professional development; (5) link students' out-of-school learning experiences to classroom learning; (6) provide counseling to encourage indepth college and career awareness; (7) reorganize the school day into flexible, relevant segments; (8) assess students' progress by what they are capable of doing; (9) forge partnerships with two- and four-year postsecondary institutions; and (10) forge active student-support alliances involving educators, employers, parents, and communities. The report is organized by the strategies. Each section begins by defining the concept underlying the strategy and then clarifying the major reasons why the strategy is thought to work. Research studies are cited next. Each section concludes with a summary of the strategy's effectiveness. Sources for the study included electronic databases, publications from organizations that are leaders in promoting or documenting education reform, and individual experts. (RJM)

ED 430 272 EA 029 788

Standards for Excellence in Education. Multimedia Kit .
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Carnegie Corp. of New York, NY.
PUB DATE- 98
NOTE- 0p.; For separate print items in the kit, see EA 029 789-793. A CD-ROM and three wall charts included in the kit are not available from ERIC.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- *Academic Standards; Educational Change; *Educational Improvement; *Educational Strategies; Elementary Secondary Education; *Excellence in Education; *Guides; Multimedia Materials

This multimedia kit contains information on academic standards and includes supplementary materials. The kit includes a 286-page book that presents condensed, edited, and commonly formatted versions of national standards in the arts, civics, foreign languages, geography, history, and science. Mathematics and English-language arts standards have been drawn from

PUB DATE- 99
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Athletics; High Schools; *Interpersonal Relationship; *Parent Participation; *Parent School Relationship; *Social Integration
IDENTIFIERS- *Social Capital

This paper describes the positive value of high-school athletics in the formation of social capital. Social capital is described as the resources available to actors that result from their interaction within a social network. Athletics provide many opportunities for parent-to-parent and parent-to-school personal interactions that have the potential of benefiting all within the school community. To secure data for this study, a multiple case-study approach was chosen. Three schools--one Catholic, one religious non-Catholic school, and one public school, all of which were relatively close in proximity--were selected for the study. Multiple sources of data were utilized, including school documents, interviews with key informants, faculty interviews or focus groups, parent surveys, aggregate student-achievement scores, and observer notes. The interview data from all three schools indicated that the sports programs were important in bringing parents onto campus for an event in which they could interact. This interaction is often face-to-face, sustained, and frequent enough (sports fund raisers, sports banquets, sports events) to allow for the formation of social capital. The social capital thus generated by this interaction becomes a valuable resource for all within the school community. (RJM)

ED 430 291 EA 029 814

Conley, David T.
Quality Education Model Final Report.
PUB DATE- 99
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; *Financial Policy; Financial Services; Models; Prediction; *School District Spending; State School District Relationship
IDENTIFIERS- *Oregon

This paper reviews a descriptive model that attempts to build a relationship between funding and school effectiveness. The model describes schools in terms of their component parts. The model allows policymakers to make assumptions about how much improvement in student performance should be expected as a result of changes in funding. It also allows projections on the specific impacts of funding cuts on educational programs. The purpose of the model is not to dictate specific strategies or organizational structures to local schools. Instead, it is designed to demonstrate that a certain level of funding can be reasonably associated with a certain level of student performance. The paper explains the model, its composition, and its relationship to local control. The report explains the hypothetical school approach and discusses assumptions about the schools and why assumptions are important. The paper

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Context; Definitions; Elementary Secondary Education; Hermeneutics; Instructional Leadership; *Leaders; *Leadership Qualities; *Semantics

This paper claims that leadership, as a topic, has been disguised in behaviorism and obscured by organizational theory and management. The article examines the theories or metanarratives that have dominated educational administration and shows how they have covered and disguised leadership. It argues that the metanarratives--trait theory, behaviorism, structuralism, behavioral structuralism, broad fields, critical theory, and feminism--submerge leadership as other issues, such as management theory, are pursued. It asserts that all these metanarratives rest on the fallacy of an objectified self, which, even if influenced by language and culture, is believed to be benign so that the veil covering leadership can be lifted. Yet the record in this respect is paltry, and critical theory has not produced any expanded vision for the nature of leadership. The article focuses on the literature of feminism and the argument by postmodernists that one cannot think without prejudice, that is, all perspectives are grounded in certain pre-assumptions that actively shape perception. The article concludes with the work of Jacques Lacan and Howard Gardner and their critique of behavioral psychology, positing that Lacan and Gardner offer an alternative to the obscurantist view of leadership that has become prevalent. Contains 21 references. (RJM)

ED 430 311 EA 029 837

Stalick, Robert D.; Underwood, Siobhan
Public School Foundations: A Survey of the Current Status, 1999.
PUB DATE- 99
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; Endowment Funds; Nonprofit Organizations; *Philanthropic Foundations; *Private Financial Support; *Public Schools; Questionnaires; State Surveys; Trusts (Financial)
IDENTIFIERS- *Oregon

This bulletin reports on a survey of existing school-district foundations in Oregon to determine their organizational structures, their fund-raising efforts, their expenditure priorities, and their successes. Included in the report are the results of survey data from 34 school foundations, along with the names and phone numbers of contact people in each of the responding foundations. The survey questionnaire was sent to the superintendents of all Oregon's 198 school districts. In addition to the survey, respondents were asked to provide samples of their bylaws and other materials they considered to be of interest to school districts planning to establish a foundation. A total of 120 districts responded, and of these, 34 districts identified themselves as having foundations. The results describe how many years the school foundations have been in existence, how the funds are used, what support the districts provide foundations, how the foundations raise their money, how much money the foundations have, the extent and nature of the foundations' publicity efforts, and the head-operated joystick for computer users with disabilities that prevent them from using a conventional hand-operated computer mouse and/or keyboard. The paper focuses on three issues: first, the style of head movement required by the device; second, whether a head-operated device should work as an absolute positioning device or as a joystick; and, third, the accuracy required by the device. It finds that the device's "nose following" style of head movement is more accepted by users than alternatives; that users also preferred the joystick relative pointing device over absolute positioning devices; and that users did not notice inaccuracies inherent in the device's design, thus allowing production at a lower cost. (DB)

ED 430 331 EC 307 178

Toth, Nancy W.
Gifted Education: A Critical Discussion.
PUB DATE- 99
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academically Gifted; Acceleration (Education); Classroom Techniques; *Curriculum Development; *Delivery Systems; Elementary Secondary Education; Enrichment Activities; Inclusive Schools; Independent Study; *Instructional Design; Mentors; Teaching Methods
IDENTIFIERS- Curriculum Compacting; *Differentiated Curriculum (Gifted)

In light of recent trends to serve gifted students in regular classrooms, this paper reviews a variety of cost effective options for meeting the needs of gifted students. It notes effects of the inclusion philosophy which encourages education of all students in regular education classrooms, a lack of funds for special programs for gifted students, and the decline in textbook difficulty levels. The following options for accommodating gifted students are discussed: acceleration (early admission, grade-skipping, early graduation, or concurrent enrollment in college); cluster or ability grouping; curriculum compacting (the modification or streamlining of curriculum); enrichment (including both part time pull-out enrichment and in-class enrichment activities); mentoring with an expert in the student's area of interest; and independent study. Research indicates that gifted students make the greatest progress when they are grouped homogeneously and offered a differentiated curriculum. The paper concludes that teachers need to advocate for acceleration or ability grouping and, whether their efforts are successful or not, they need to implement strategies within the classroom to challenge gifted students. (Contains 18 references.) (DB)

ED 430 332 EC 307 179

Tirri, Kirsi; Tallent-Runnels, Mary
Cross-Cultural Predictors of Teachers' Attitudes toward Gifted Education.
PUB DATE- 99
NOTE- 59p.; Paper presented at the Annual Meeting of the American Educational Research Association Annual Meeting (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

(070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Antisocial Behavior; *Behavior Disorders; *Biological Influences; Children; Emotional Disturbances; Evaluation Methods; Interpersonal Competence; Measurement Techniques; *Measures (Individuals); Personality Problems; *Personality Traits; Predictor Variables; Social Development; Socialization; *Test Validity
IDENTIFIERS- *Eysenck (Hans J)

This paper examines antisocial behavior in children and youth in relation to the biosocial personality theory of Hans Eysenck. It explains Eysenck's theory, which includes a significant role for biological factors in the development of antisocial behavior. The theory holds that three temperament traits--Psychoticism (P), Extroversion (E), and Neuroticism (N)--interact with the environment to produce personality. Eysenck's measurement instruments also contain a Lie (L) scale that has been shown to function as an index of socialization or social conformity. Individuals with antisocial behavior are predicted to be high on the P, E, and N scales. Individuals at greatest risk for developing antisocial behavior are predicted to have above average P-scale scores. Aggressive individuals are predicted to be higher on the E scale than on the N scale, and non-aggressive but antisocial individuals will be higher on the N scale than on the E scale. Individuals at greatest risk for antisocial behavior are also predicted to have below average L-scale scores. An overview of the theory, the possible basis for the temperament traits, and the research support for the prediction is discussed relative to children and youth with antisocial behavior. (Contains 56 references.) (Author/CR)

ED 430 352 EC 307 202

Schuler, Patricia A.
Voices of Perfectionism: Perfectionistic Gifted Adolescents in a Rural Middle School.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 126p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Anxiety; *Behavior Problems; Coping; Data Analysis; *Emotional Disturbances; Family Influence; *Gifted; *Middle School Students; Middle Schools; Performance Factors; Personality Traits; Rural Schools; *Self Concept; Self Esteem; Self Evaluation (Individuals); Student Characteristics
IDENTIFIERS- *Perfectionism

This study investigated the characteristics of perfectionistic gifted adolescents in a rural middle school, how they perceived their perfectionism, the influences on their perfectionism, and the consequences of their perfectionist behaviors. Qualitative and quantitative methods of data collection were employed to gather data from 20 gifted adolescents identified as having perfectionist tendencies. Findings support the multidimensional theory of perfectionism, which states that perfectionism exists on a continuum with healthy to dysfunctional behaviors. Several differences existed between the healthy perfectionists and the dysfunctional perfectionists. Health perfectionists possessed an intense need for order and organization; displayed self-acceptance of mistakes; enjoyed high parental expectations; demonstrated positive ways of coping with their perfectionist tendencies; had role models who emphasized doing one's "best";

Ruediger, Greg; Lorance, Anne
Preservice Clinical Experiences: A Bridge for Teachers and Students.
PUB DATE- 99
NOTE- 24p.; Paper presented at the International Conference on Mental Retardation and Developmental Disabilities, (6th, Maui, HI, February 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Learning; Behavioral Objectives; Elementary Secondary Education; *Experiential Learning; Field Experience Programs; Higher Education; *Mental Retardation; *Preservice Teacher Education; *Special Education Teachers; *Teacher Education Curriculum; Teaching Methods
IDENTIFIERS- Blooms Taxonomy

This article describes a university teacher training program for preservice teachers of students with mental retardation that emphasizes adult learning theory, case method teaching, communication, and clinical experiences to bridge research and practice. A review of the literature examines adult learning theory, Bloom's Taxonomy of Educational Objectives, case method teaching, and clinical experiences. The following section describes a teacher training program based on these principles and includes four clinical experiences. Appendices include: (1) an application of Bloom's Taxonomy to the proposed curriculum; (2) an interaction analysis activity for students observing a classroom; (3) a sample case study; and (4) a guide to self-evaluation following simulations and microteaching activities. (Contains 21 references.) (DB)

ED 430 371 EC 307 224

Positive Behavioral Support.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Behavior Change; *Behavior Disorders; Discipline; Elementary Secondary Education; *Instructional Effectiveness; Intervention; Outcomes of Treatment; Research and Development; *Theory Practice Relationship
IDENTIFIERS- *Functional Assessment; Individuals with Disabilities Educ Act Amend 1997; *Positive Behavioral Support

This paper presents a synthesis of the research on positive behavioral support (PBS) for students with challenging behaviors. PBS is a long-term approach to reducing the inappropriate behavior, teaching a more appropriate behavior, and providing the contextual supports necessary for successful outcomes. It notes that the 1997 amendments to the Individuals with Disabilities Education Act require both a functional behavioral assessment and consideration of PBS to address challenging behavior. Overall, research is reported that shows that when PBS strategies are implemented schoolwide, children

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Declining Enrollment; *Enrollment Influences; Enrollment Rate; Enrollment Trends; Foreign Countries; *High Schools; *Public Policy; Questionnaires; *School Policy; Scores; Second Language Programs; *Second Languages; Student Attitudes; Student Motivation
IDENTIFIERS- *Scotland

The report presents findings from a study into the causes for modern language enrollment decline in Scotland's high schools. Data were drawn from teacher, students, and administrator interviews in 12 school studies and a survey of modern language teachers and a sample of students from 100 schools taking standardized modern language exams. Results indicate a major increase, over 20 years, in language enrollments at S4 level, but a major decline in enrollments at High Grade level, both in absolute terms and relative to other subjects. Two factors unique to Scotland are identified: limited exposure to foreign languages outside school, and lack of shared motivation within Scottish society. Perceptions of public policy on modern language education was found to have little effect on enrollment. Students are more critical of the language curriculum than of teaching methods, resources, class size, or ability grouping. Learners did not find second language learning intrinsically motivating, needed more support for their interest in other languages and cultures, saw few short-term benefits in language learning, and lacked clear expectations of language study. Recommendations are made for changes in the structure of the modern language program, in course content, teaching methods, resources, recruitment, and in promotion of lifelong language learning. (MSE)

ED 430 395 FL 025 829

Ford-Guerrera, Rebecca
Interdisciplinary Unit: La Isla del Encanto (The Enchanted Island).
PUB DATE- 98
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Activities; Brainstorming; Comparative Analysis; Computation; Critical Thinking; Dance; FLES; Food; Geography; Grade 5; Grade 6; Instructional Materials; *Interdisciplinary Approach; Intermediate Grades; Language Arts; Lesson Plans; Map Skills; Mathematics Instruction; Music Activities; Rainforests; Science Instruction; Second Language Instruction; *Second Languages; Social Studies; *Spanish; *Teacher Developed Materials
IDENTIFIERS- Connecticut; *Content Area Teaching; *Puerto Rico

This document presents a series of 14 lesson plans in an interdisciplinary Spanish unit on "La isla del encanto/The Enchanted Island." The materials were prepared for students in grades 5 or 6 who have had basic Spanish instruction in previous grades. The students should also be familiar with basic concepts in English such as math computation, map skills, knowledge of rainforests, comparing and contrasting, and brainstorming. Lesson topics include: basic arithmetic processes and word problems; weather patterns in Connecticut and Puerto Rico; rainforest animals and Puerto Rican rainforests; carnival; Puerto Rico history; musical instruments; Puerto Rican national anthem and flag; comparison and those with pragmatic motivation (e.g., buying and selling, seeking help). The teacher's book provides a step-by-step guide to teaching the activities presented in the student's book, and offers suggestions for adapting and extending the activities. The ten lessons have these topics: neighbors; a child's medical check-up; a quarrel; giving advice; healthy lifestyles; job information; physical activity; accidents and medical emergencies; hospital care; celebrations and festivals; expressing feelings; social behavior; and a picnic at the beach. A transcript of the student's cassette tape is appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 430 416   HE 031 141

Sax, Linda J.; Astin, Alexander W.; Korn, William S.; Mahoney, Kathryn M.
The American Freshman: National Norms for Fall 1996.
PUB DATE- 96
NOTE- 270p.; See ED 390 351 for the previous year's report.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Aspiration; *College Freshmen; Diversity (Institutional); Grade Inflation; Higher Education; Longitudinal Studies; Political Attitudes; Self Esteem; Sex Differences; Statistical Data; *Student Attitudes; Tables (Data); Volunteers
IDENTIFIERS- *Cooperative Institutional Research Program

The 31st annual report of national normative data on college freshmen is part of the Cooperative Institutional Research Program's longitudinal study to assess the effects of college on students. Data are based on 251,232 entering students at 494 of the nation's two- and four-year colleges and universities in Fall, 1996. The normative data are reported separately for men and for women and for 35 different institutional groupings. The major stratifying factors are institutional race (predominantly black versus predominantly white), control (public, private-nonsectarian, Roman Catholic, Protestant), type (university, four-year college, two-year college) and the "selectivity level" of the institution. An overview identifies major trends which include: (1) students are volunteering in record numbers; (2) financial concerns increasingly influence college choice; (3) "grade inflation" continues; (4) self-confidence and aspirations are on the rise; (5) interest in teaching is growing while interest in business and law hit new lows; (6) political interest remains low; and (7) political and social attitudes are shifting from "middle-of-the-road" to both conservative and liberal categories in equal numbers. Appendices include detail on the research methodology, the 1996 student information form, the coding scheme, a listing of institutions participating, information on data precision, and a sample report furnished to participating campuses. (Contains 14 references.) (DB)

ED 430 417   HE 031 142

Sax, Linda J.; Astin, Alexander W.; Korn, William S.; Mahoney, Kathryn M.
The American Freshman: National Norms for Fall 1997.
PUB DATE- 97
NOTE- 284p.; See HE 031 141 for the 1996 report.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)

NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Community Colleges; *Demography; *Enrollment Projections; Full Time Students; Graduate Study; Higher Education; Part Time Students; *State Colleges; *State Universities; Tables (Data); *Trend Analysis; Undergraduate Study
IDENTIFIERS- *Maryland

This report provides enrollment projections through the year 2008 for community colleges and public four-year institutions in the state of Maryland. Tables detail headcount projections for each higher education institution, with breakdowns by full- and part-time undergraduates and graduate/professional students. Introductory material identifies assumptions of the projection models and notes some highlights: (1) total headcount enrollment at Maryland public colleges and universities is projected to have increased by 15 percent higher, an increase of 32,500 students, in 2008; (2) full-time undergraduate enrollments are projected to increase by 29 percent at the community colleges and 16 percent at the public four-year campuses; part-time undergraduate enrollments are anticipated to rise by 13 percent at four-year campuses and 6 percent at the community colleges; (3) for graduate and professional enrollment, full-time enrollment is projected to increase by 26 percent and part-time enrollment by 17 percent by 2008; (4) both full-time-equivalent and full-time day equivalent enrollments at community colleges are predicted to rise by 18 percent; the increase will be about 16 percent at four-year institutions; and (5) of the anticipated additional students at Maryland public campuses by 2008, 82 percent will be undergraduates and 60 percent of these will be full-time undergraduates. Additional detail on the projection process is appended. (DB)

ED 430 437 HE 032 027

Klein, Julie Thompson
Mapping Interdisciplinary Studies. The Academy in Transition.
PUB DATE- 99
NOTE- 37p.; For the prior report, see ED 416 871. "Second in a series of discussion papers for faculty members and academic leaders."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Curriculum; *Educational Trends; General Education; Higher Education; *Intellectual Disciplines; *Interdisciplinary Approach

This discussion paper examines the trend toward increased interdisciplinarity in the academy. Part 1 provides an overview of current trends, with emphasis on three areas: disciplinary change, interdisciplinary fields, and general education. It addresses the question of why interdisisciplinarity is taking hold in the academy today. Part 2 presents ideas on integrating curriculum, integrative processes and pedagogies, assessment, faculty development, institutional change, and support strategies. It considers ways in which local campuses can respond to these trends. Also included is a statement on liberal learning by the Association of American Colleges and Universities and a list of the organization's current

Triton College's (Illinois) Faculty Recruitment Action Plan (FRAP) provides a detailed guide to hiring new faculty, focusing on the desired characteristics of new faculty; marketing and recruitment strategies; employment incentives; the application, interviewing, and selection process; new faculty orientation; a timeline for implementation; cost of plan implementation, and coordination of plan implementation. FRAP objectives include filling all vacancies on time; recruiting and hiring the best qualified candidates available; attracting among the newly hired faculty an ethnic, gender, and cultural diversity comparable to the student body; providing an adequate amount of time, funds, and human resources to achieve objectives; identifying a set of desirable attitudes and characteristics to be possessed by new faculty; maintaining a 90 percent retention rate among newly hired faculty after 5 years; and having a faculty which, as a group, has a set of certain defined desirable characteristics. Six appendixes provide information on faculty recruitment task force members, faculty duties, teaching portfolios, salary schedules, search procedure checklist, and a bibliography. (MDM)

ED 430 458 HE 032 049

Wilson, Vicki
The Department Chair: Between a Rock and a Hard Place.
PUB DATE- 99
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Administrator Role; College Faculty; *Department Heads; Educational Attitudes; Higher Education; Interpersonal Competence; *Leadership; Literature Reviews; Problem Solving; Productivity; *Stress Management

This paper provides a review of the literature on the roles and responsibilities of the academic departmental chair in colleges and universities. Carroll and Gmelch (1992) found four orientations in a factor analysis of department chair duties: leader chairs, scholar chairs, faculty developer chairs, and manager chairs. Creswell and Brown (1992) found seven distinct roles: two administrative (provider and enabler), one external (advocate), and four interpersonal (mentor, encourager, collaborator, and challenger), suggesting that different roles are appropriately used by chairs in dealing with faculty in different stages of their careers. In "Chairs in Transition" (1990), the Center of the Study of the Department Chair noted that the transition from faculty member to department chair required a major paradigm shift on the part of the individual. Gmelch and Burns (1993) identified three particular areas of stress for departmental chairs, namely, time pressures, confrontation with colleagues, and organizational constraints. Suggestions for relieving stress include restructuring the position, purging unnecessary "administrivia," protecting research interests, and training for leadership. Suggestions for academic departmental chairs themselves include time management, conflict resolution, enabling constraints, and academic productivity. (Contains 12 references.) (MDM)

ED 430 459 HE 032 050

Report of the Legislative Educational Planning Committee to the 1999 Kansas Legislature.
PUB DATE- 98
NOTE- 17p.

Study.
PUB DATE- 99
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Ontario, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; Dental Students; *Dentistry; Graduate Students; Higher Education; Interpersonal Relationship; *Professional Education; Qualitative Research; Student Attitudes; *Tactual Perception; Teacher Attitudes; Teaching Methods
IDENTIFIERS- *Touch

This qualitative study explored the perceptions of dental students, faculty, and graduate students on the development of a sense of touch in dental practice. Eight focus groups were held: four were comprised of third-year dental students (n=22), two of advanced, general dentistry postgraduate students (n=11), and two of dental faculty (n=8). Each group discussed the same six questions concerning the use of touch with patients. Dental students, graduate students, and faculty all described two basic forms of touch reassuring and procedural. Some students said they avoided touching patients as much as possible, and both students and faculty noted that during the clinical portion of the curriculum, there is no "formal" instruction or emphasis on learning how to touch patients in the dental setting. The findings suggest two possible reasons why students struggle to learn how to touch patients while in school: (1) the culture of the dental school, and (2) the "fine line" that appears to prevent students from asking for guidance or faculty from offering guidance to students. A commonly expressed recommendation was that students should have earlier clinical experience. (Contains 34 references.) (DB)

ED 430 479 HE 032 070

Garman, J. F.; Crider, D. A.; Teske, C. J.
Course Selection Determinants: A Comparison of "Distance Learning" and "Traditional" Wellness and Physical Education Programming.
PUB DATE- 99
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Students; Age Differences; *Course Selection (Students); *Decision Making; *Distance Education; Health Promotion; Higher Education; Nontraditional Students; Physical Education; Questionnaires; Reentry Students; *Student Attitudes
IDENTIFIERS- *Kutztown University PA

This study compared reasons college students gave for choosing either "distance learning" or "traditional" courses in wellness and physical education. Students at Kutztown University of Pennsylvania, who were enrolled in either traditional (n=195) or distance learning (n=100) wellness and physical education curricula, anonymously completed a questionnaire designed to assess demographic variables and rank criteria considered in course selection. These criteria included two variables that addressed chronology; one variable that focused on curriculum concerns; three variables focusing on performance issues; six variables for instructional issues; and one variable that allowed identification of other considerations. Participants in

NOTE- 11p.; Paper presented at the Meeting of the Conference on
College Composition and Communication (49th, Chicago IL, April
1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
(120),Speeches, Conference Papers, "Papers Presented at..."
(150)
DESCRIPTORS- *College Faculty; Educational Change; Educational
Demand; *Educational Economics; Educational Resources; Full
Time Faculty; General Education; Higher Education; Humanities
Instruction; *Liberal Arts; *Part Time Faculty; *Women Faculty

Part-time faculty employment has increased by roughly double over the last twenty years, with temporary faculty especially prevalent in English, history, modern language, and mathematics. Women hold 47 percent of part-time positions. This paper charges that the growing use of part-time and nontenure-track faculty is linked to a national crisis in support for liberal arts education and the increasing demand for technology education. Money in college budgets once available for the humanities has been siphoned off to sustain research programs built with federal dollars but now facing cuts in federal funding. Additionally, state legislatures are requiring their higher education institutions to more directly serve the business world. Because these patterns threaten the integrity of university research funding, it forces the humanities to compete with the sciences for a share of a tighter budget. With most of the observable trends in higher education moving in the direction of responding to the demands of business, new technology, distance education, and building partnerships with nonacademic communities, the humanities and the centrality of classroom teaching are being side-stepped. (CH)

ED 430 499 HE 032 090

Engaged Institutions: A Commitment to Service. Profiles and Data.
Third Working Paper.
PUB DATE- 99
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)
(141)
DESCRIPTORS- *Cooperative Programs; Curriculum Development;
Experiential Learning; Higher Education; Independent Study;
Integrated Services; Land Grant Universities; *Outreach
Programs; *Partnerships in Education; Profiles; Program
Descriptions; Public Education; *School Community Relationship;
State Colleges; *State Universities; Student Centered Curriculum

This document profiles ten higher education institutions across the United States, documenting their roles as "engaged institutions," that is, institutions whose goal it is to produce graduates ready to move along a path of self-directed learning and growth. They are "interactive institutions" that have developed partnerships with civic, business, and political leaders to build better communities. Each profile provides a brief history of the school and its historical mission, provides data on funding and organization, discusses faculty roles, and describes its outreach programs. The profiles illustrate student and faculty community involvement; how cooperative extension programs have been expanded to serve a larger public; and how curriculums are being modified to make institutions more student-centered. Profiles are provided for: (1) Arizona State University; (2) Iowa State University; (3)

In order to assess student's perceptions of outcomes of various education media formats, an exploratory investigation was conducted in the context of three different classes. Participants were traditional-age undergraduate students in the following three classes with different combinations of educational media formats: (1) Visual Communication--half of class material online (lecture notes and Power Point presentations), traditional textbook, traditional lectures based on textbook material; (2) Computer Graphic Design--online supplementary materials (illustrated notes, Power Point presentations from class lectures, and Web links to additional material), traditional textbook, no traditional lecture, a coaching/hands-on style of face-to-face teaching; and (3) World Wide Web publishing--all class materials online (tutorials, lecture notes, Power Point presentations, multimedia presentation, use of the Web as a personal slide projector), no textbook. Questionnaires were designed to measure concept learning and reaction to medium of presentation. Results indicated that students perceived strong learning outcomes from online materials and mediated modes of education. Ease of access to online materials was also assessed. Online learning was perceived to be enjoyable, interesting, and productive of desirable pedagogical outcomes such as concept learning and application. Comments from the teaching effectiveness questionnaire and copies of the class surveys are appended. Contains 13 notes. (DLS)

ED 430 517 *IR 019 487*

Thoms, Karen Jarrett
A Systematic Approach to Training Faculty To Teach via a Two-Way Interactive Television System.
PUB DATE- 97
NOTE- 8p.; In: Mid-South Instructional Technology Conference Proceedings (2nd, Murfreesboro, TN, April 6-8, 1997); see IR 019 485.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; Computer Mediated Communication; Computer Uses in Education; Course Content; Course Organization; Distance Education; Educational Administration; Educational Technology; Ethics; Faculty Development; Higher Education; *Instructional Design; *Instructional Development; *Interactive Television; Legal Responsibility; *Material Development; Teleconferencing; *Telecourses; *Training
IDENTIFIERS- *Course Development; Video Teleconferencing

This paper addresses a systematic approach to training faculty to teach via two-way interactive television (ITV). The following ten training modules are presented: (1) Introduction to the ITV System, including terminology and ITV history/development; (2) Making ITV Work for You, including syllabus construction, ITV equipment, and technology/assistance available at remote sites; (3) Course Design for ITV, including selecting objectives and identifying how they will be met, observed, and measured; (4) Course Materials Development for ITV, including guidelines for designing and developing instructional materials; (5) Operating the Equipment, including hands-on practice; (6) Sources of Distance Learning Materials, Programs, and Courses, including the ability to downlink programs and courses from elsewhere; (7) Remote Site Origination, including training of the informing practice through research. National advisory committee members are listed. (AEF)

ED 430 536 IR 019 560

Preparing Our Young People for a Changing World: Policymakers, Business Leaders and the Public Speak out on the Role of Education Technology in America's Classrooms. The Second Annual Milken Exchange on Education Technology Public Opinion Survey.
PUB DATE- 98
NOTE- 57p.; Paper presented at the Milken Family Foundation National Education Conference (Los Angeles, CA, June 25, 1998).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrators; *Computer Attitudes; *Computer Uses in Education; *Educational Technology; Elementary Secondary Education; *Financial Support; Government Role; Information Technology; *Instructional Effectiveness; Legislators; National Surveys; *Public Education; Public Opinion; Public Schools; Questionnaires; State Government; Tables (Data)
IDENTIFIERS- Business Executives; State Legislators; *Technology Implementation; Technology Role; Voters

This research, based on nationwide telephone surveys of voters, state legislators and legislative staff, and high-level business executives, addressed the priority that respondents place on computers/technology in public education, the perceived benefits--and drawbacks--of computers in public education, and the expectations that respondents have about the effectiveness of computers in the public schools. The following key findings are discussed: (1) voters are committed to assuring that schools are properly equipped with computers and technology; (2) voters strongly believe that computers can play an important role in improving the quality of public education; (3) legislators do not perceive the same pressing need for funding computers in education as do either the public or business leaders; (4) voters concerns about uses of computers in education focus on the lack of adequate funding, rather than on questions about their effectiveness as an educational tool; (5) voters support funding these efforts despite the absence of concrete proof of their effectiveness; and (6) business leaders voice the strongest support for investments in learning technology, based on the belief that the increased use of computers and technology in classrooms will improve the quality of their workforce. Twelve figures illustrate results. Survey questionnaires with tabulation of responses are included. (AEF)

ED 430 537 IR 019 566

Schacter, John
The Impact of Education Technology on Student Achievement: What the Most Current Research Has To Say.
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Computer Assisted Instruction; *Educational Research; *Educational Technology; Elementary Secondary Education; *Instructional Effectiveness; Literature Reviews; Meta Analysis; Partnerships in Education;

Educational Discrimination; Enrollment Influences; Enrollment Rate; *Enrollment Trends; *Equal Education; Foreign Countries; Geographic Location; *Longitudinal Studies; Postsecondary Education; Secondary Education; *Vocational Education; Youth
IDENTIFIERS- *Australia

A study examined access and equity in vocational education and training (VET) in Australia for youth from different social and educational backgrounds using data from a program of national longitudinal surveys. Secondary VET participation was low; youth from lower socioeconomic backgrounds were more likely to enroll; and students were more likely to proceed to further studies in the postschool VET sector. Post-school education and training participation had grown, with substantially increased rates of entry to higher education for girls and to postschool VET for boys; higher education was the main destination for youth from higher status origins, VET for those from lower socioeconomic backgrounds and early school leavers; and rural youth were more likely to participate in VET. Apprenticeship continued to be male dominated; it was stronger among lower socioeconomic groups and was chosen by middle and low achievers. Traineeships were important for females. Technical and further education (TAFE) completion rates varied by course, rural or urban location, and level of schooling attained. Work-based findings showed younger employees received less formal and more informal training, and higher educational qualifications were associated with higher levels of training. Durations of unemployment were shorter and earnings higher for males with apprenticeship training or who participated in TAFE diploma courses; female higher education graduates had a substantial earnings advantage; and males with a TAFE diploma training or who completed apprenticeship had the highest average weekly earnings. (The report contains 53 references and description of variables.) (YLB)

ED 430 080 CE 078 537

Collins, Tricia; Larsen, Merry; Shanovich, Ron
School-to-Work Programs. Informational Paper #36.
PUB DATE- 99
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Apprenticeships; Career Counseling; Counseling Services; Disadvantaged Youth; *Education Work Relationship; Educational History; Educational Trends; *Enrollment Trends; *Financial Support; High Risk Students; High Schools; Higher Education; Partnerships in Education; *Program Administration; *State Programs; Tech Prep; Technical Institutes; *Vocational Education; Youth Programs
IDENTIFIERS- *Wisconsin

Wisconsin's school-to-work initiative, which was established in 1991, consists of six major components: local partnerships; youth apprenticeships; career counseling centers; tech prep; youth options; and at-risk youth programs. These programs are administered by Wisconsin's Department of Public Instruction (DPI) and Department of Workforce Development (DWD), and the Wisconsin Technical College System (WTCS). Local school districts generally develop and implement their own school-to-work programs, and the state provides oversight, technical assistance, and coordination activities (primarily through cooperative efforts involving the DPI, DWD, and WTCS). The University of Wisconsin is involved in the following areas of

PUB DATE- 99
NOTE- 233p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Development; *Adult Education; *Adult Learning; Adult Literacy; Colleges; Correctional Education; Developed Nations; Developing Nations; *Educational Media; Educational Philosophy; Elementary Secondary Education; Extension Education; Foreign Countries; Higher Education; Learning Theories; Libraries; *Literacy Education; Military Training; Minority Groups; Museums; Nursing Education; Older Adults; Parent Education; Patient Education; Program Development; Public Schools; Religion Studies; Religious Education; *Special Needs Students; Staff Development; Teaching Methods; Training; Universities; Veterans Education; Womens Education; Workplace Literacy
IDENTIFIERS- Africa; Asia; Central America; Europe; South America

This bibliography is intended to be relatively comprehensive--within the monograph literature--concerning the broad scope of topics that fall under the general rubric of "adult education." It excludes periodical literature, master's theses, and dissertations. The bibliography is divided into topical chapters, some of which are further subdivided. Many works appear in two and sometimes three places. Approximately 220 entries appear. Topical chapters are as follows: general works in adult education; agencies and institutions, with 6 subdivisions: cooperative extension, community and public school, colleges and universities, libraries, museums, and other; historical and bibliographical works in adult education; adult education in other countries, with 5 subdivisions: Africa, Asia, Central and South America, Europe, and other; learning and development theory in adult education; literacy and adult basic and secondary education; methods, materials, and media in adult education; program planning in adult education; religion and philosophy in adult education; special populations in adult education, with 10 subdivisions: correctional education, elderly, health, military, minorities, nurses, parent education, women's education, worker's education, and other; learning, training, and the workplace, with 2 subdivisions: continuing professional education and training; and bibliographies in adult education. (YLB)

ED 430 098 CE 078 576

Assessing the Adult Student. Quality Professional Development Project. Professional Development Manual I.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Workforce Development.
PUB DATE- 98
NOTE- 117p.; For the trainer's guide to the Quality Professional Development Project, see CE 078 582; for the six manuals, see CE 078 576-581.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Accountability; Adult Education; Adult Educators; *Adult Students; Behavioral Objectives; *Faculty Development; Instructional Materials; Learning Activities; Pretests Posttests; *Standardized Tests; *Student Evaluation; *Test Interpretation; Test Reliability; Test Validity

This workbook is one of six professional development manuals business collected customer satisfaction for just under 1 year and employee attitude data using the same questionnaire for 2 years. Four data sets were judged suitable outcome indicators for exploring the relationship between customers and employees: cash sales figures, absence data, staff turnover, and customer complaints. Staff turnover and customer complaints data were unrelated to the other major outcomes variables in the dataset. A case study attitude chain was developed from the statistical model created as a result of analysis. Perceptions of line management were strongly related to perceived company culture, which was strongly linked to employee commitment. Employee commitment acted on sales through three routes: directly on sales, mediated through customer service satisfaction, and through reduction in staff absence. The study demonstrated the significant role of human resource management in the service sector, because of the importance of a positive organization culture, good line management, employee commitment, and employee attendance to the effective working of the service-profit chain. (Appendixes contain 36 references, tables, and the attitude chain.) (YLB)

ED 430 115   CE 078 619

Hutton, Susan
Course Design Strategies--Traditional versus On-line. What Transfers? What Doesn't?
PUB DATE- 99
NOTE- 14p.; Paper presented at the Annual Meeting of the American Association for Adult and Continuing Education (Phoenix, AZ, November 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Comparative Analysis; *Computer Uses in Education; *Conventional Instruction; *Curriculum Design; *Delivery Systems; *Distance Education; Foreign Countries; Higher Education; Masters Degrees; *Online Systems
IDENTIFIERS- Canada

Although the "basics" of program planning and instructional delivery in traditional face-to-face settings are a good place for instructors to begin when developing online courses, they are only a beginning. When one educator was faced with the task of designing an online course for inclusion in a distance masters degree program for learners across Canada, she obtained help from the first group of students to take the course. By communicating with her students throughout the course, she was able to determine what students gain and lose from online versus traditional instruction. She organized what she learned by Berge's four roles for facilitators of online courses: pedagogical, social, managerial, and technical. Among her suggestions are the following: structure learning goals, assignments, and online discussions clearly; use public and private messages to engage in feedback on all goals and assignments; bring students together face to face once before the course; incorporate threaded discussion features and chat rooms into the course design; address commitment of time and encourage all students to make the commitment; get students online and practicing at least a few weeks before the course; and use complementary distance technologies (video, audio, telephone) when possible. (Contains 21 references.) (MN)

ED 430 116   CE 078 621

Igniting the Flame. Establishing a Service Learning Task Force. Linking Learning with Life.
SPONS. AGENCY- Corporation for National Service, Washington, DC.
PUB DATE- 98
NOTE- 26p.; For related documents, see CE 078 654-667. Prepared by the Wren Middle School Faculty, South Carolina. Product of the National Service-Learning Cooperative. Illustrations may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Advisory Committees; *Citizenship Education; Community Involvement; *Cooperative Planning; Coordinators; Educational Cooperation; Middle Schools; Parent Participation; Program Development; *Service Learning; Student Participation; Teacher Participation
IDENTIFIERS- *Task Force Approach

In this booklet, a group of middle school teachers offer suggestions on how other teachers can similarly enhance their own school's service learning program by initiating and sustaining a service learning task force. The teachers begin by explaining why they developed a service learning task force and list some of the benefits of having a service learning task force. Next, they discuss the following steps in forming a task force: gain administrative support; educate your faculty about service learning; establish the service learning task force; select a service learning task force coordinator; and set up a regular meeting time. After a brief discussion of the characteristics of a service learning task force member, the following roles of specific task force members are detailed: student members, faculty members, parents, service agency representatives, community leaders, and coordinator. Eleven responsibilities of the service learning task force are identified. Concluding the booklet are the addresses of four national organizations with information about service learning. (MN)

ED 430 133 CE 078 660

Barnett, John; And Others
Youth Consultants. Putting It All Together. Linking Learning with Life.
SPONS. AGENCY- Corporation for National Service, Washington, DC.
PUB DATE- 97
NOTE- 26p.; For related documents, see CE 078 654-667. Prepared by Wren Middle School Youth Consultants, Piedmont, South Carolina. A product of the National Service-Learning Cooperative. Illustrations may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Consultants; Criteria; Middle Schools; Public Speaking; Selection; *Service Learning; Student Participation; *Student Responsibility; Student Role; *Student Volunteers

Written by 10 middle school students, this booklet provides information needed to become a youth consultant in the service learning field. Section 1 provides a job description of a youth consultant. It lists duties of a youth consultant at school and

PUB DATE- 97
NOTE- 46p.; For a related document, see CE 078 692.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Correctional Education; *Correctional Rehabilitation; *Delinquency; *Females; Juvenile Justice; Outcomes of Education; *Prisoners; Program Effectiveness; Recidivism
IDENTIFIERS- Florida (Polk County); *Jail Boot Camps

An evaluation was conducted of the first seven platoons (28 inmates) of female juveniles who entered the Polk County (Florida) Juvenile Boot Camp between June 1995 and February 1996. Findings include: the typical female boot camp graduate was 16 years old; 57 percent were black; the graduates averaged 7.7 delinquency cases before boot camp admission, slightly less than half of which involved felonies (most frequently, burglary); the average length of stay was 162 days; 19 of the 28 graduates earned high school credits, with the average number of credits earned being 2.5; aftercare services were provided by several community juvenile agencies, and 65 percent of the graduates successfully completed aftercare; 28 percent were employed; about 21 percent of the graduates were readjudicated or convicted on new charges during the first year after graduation, about the same percentage as that of a matched control group of youths released from other moderate and high-risk residential commitment programs; of boot camp graduates rearrested, about half were arrested for felonies and half for misdemeanors; and 30 percent of the graduates who were rearrested within 6 months of release were rearrested within 1 month of graduation from boot camp. It was recommended that further evaluation be conducted to determine which program components contribute to the achievement of program components, and not solely to outcomes. Contains 16 tables and 5 figures. (KC)

ED 430 151 CE 078 699

Lenaghan, D.
Brave New World: A Good News Scenario for Educational Reform.
PUB DATE- 99
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cognitive Style; Computer Uses in Education; Educational Change; *Educational Needs; *Educational Technology; *Educational Trends; Elementary Secondary Education; *Futures (of Society); Models; Teaching Methods

A good news scenario about the future of education in the United States includes many things that are already being done and other things that can be dreamed of. One example is the "Awesome All-Stars Academy," a dream of a group of dedicated politicians, administrators, teachers, parents, community members, and students who took seriously their commission to produce and be educated citizens. The "Awesome" program was based on research in four fields: the changing work force, brain operations and intelligences, diversity among learners, and technological tools for instruction. "Awesome Academy" offers a learning environment that understands and practices teaching for learning. It includes the latest technologies for learning, features teachers who are master motivators and guides, and has a curriculum based on future work force needs more efficient and relevant in their delivery of services to clients in today's work revolution. (Contains 17 references.) (Author/MKA)

ED 430 171 CG 029 240

Ratzlaff, Charlotte; LeRoux, Jeffrey; Nishinohara, Hiromi; Vogt, Axel Lee; Kim, Chu; Matsumoto, David
ICAPS: A New Scale of Intercultural Adjustment II.
PUB DATE- 98
NOTE- 16p.; Paper presented at the Annual Convention of the American Psychological Association (106th, San Francisco, CA, August 14-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Acculturation; *Adjustment (to Environment); *Attitude Measures; Beliefs; College Students; *Competence; Cultural Influences; *Foreign Students; Higher Education; Interpersonal Communication; *Japanese Culture; *Predictor Variables; Student Attitudes
IDENTIFIERS- San Francisco State University CA
This paper discusses the development of a questionnaire to measure attitudes and beliefs that predict intercultural adjustment (ICA) as opposed to intercultural communication or acculturation. Piloting of the first version of the measure suggested that 153 items may be valid predictors of ICA; this study attempts to further reduce the number of items on the scale to a smaller, more manageable number. The questionnaire, along with a measure of adjustment also developed in the pilot work, was administered to 34 Japanese post-secondary students from the San Francisco area. In a focus group setting, each participant was rated on level of adjustment to the United States by himself or herself, by others in the group, and by facilitators after an extensive discussion of positive and negative experiences related to adjustment to the American culture. Responses on the predictor measure were correlated with those on the adjustment measure and with the three ratings. Results of this study suggest that 45 of the 153 items selected are valid predictors of ICA for Japanese students. Three tables and 14 references are included. (Author/MKA)

ED 430 172 CG 029 243

Landreth, Garry; Bratton, Sue
Play Therapy. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Children; Communications; Counselor Training; *Play Therapy; Self Expression; Toys; Trend Analysis
IDENTIFIERS- Developmentally Appropriate Programs; ERIC Digests; Limits (Therapy); Play Materials
Play therapy is based on developmental principles and, thus, provides, through play, developmentally appropriate means of expression and communication for children. Therefore, skill in using play therapy is an essential tool for mental health

little desire for college students to quit smoking. (Contains 29 references and 2 tables.) (Author/MKA)

ED 430 191 CG 029 282

Popoff, Leslie E.
Training Parents as Peacekeepers--A Resolutionary Process.
PUB DATE- 98
NOTE- 15p.; Paper presented at the Annual Convention of the American Psychological Association (106th, San Francisco, CA, August 14-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Conflict Resolution; Coping; Elementary Education; Interpersonal Communication; *Mothers; Parent Child Relationship; *Parent Participation; *Training
IDENTIFIERS- Cognitive Flexibility; New York City Board of Education

This paper discusses a program at Castlewood Elementary School (New York) specifically directed at helping parents develop and enhance their skills in resolving the conflicts they confront in their own lives and relationships. Currently there is no structured program in Castlewood School to teach students conflict resolution skills. The underlying belief is that focusing on parents' skills is the best place to start, given that their utilization of these skills in the home would facilitate a more peaceable family environment, and provide a healthy model for their children regarding how to resolve conflicts in a peaceful way. A Saturday morning and an evening weekday session were offered. Twelve participants signed up for the Saturday session and 15 for the evening session. Of the two fathers who expressed interest, neither attended. Only the Saturday group had a core group that attended all of the sessions. The 5-session, 10-hour training focused on understanding conflict, communication, cognitive flexibility, coping skills, and resolution. Results do not reveal a consistent pattern between or within individuals because of the situationally specific nature of the assessment tool utilized. However, more subjective indicators of progress were apparent within the participants. (MKA)

ED 430 192 CG 029 283

Mayden, Bronwyn; Castro, Wendy; Annitto, Megan
First Talk: A Teen Pregnancy Prevention Dialogue among Latinos.
SPONS. AGENCY- National Florence Crittenton Mission Foundation.; Annie E. Casey Foundation, Greenwich, CT.; Carnegie Corp. of New York, NY.
PUB DATE- 99
NOTE- 109p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Child Welfare; Conferences; Contraception; *Early Parenthood; *Hispanic Americans; Marriage; Policy; *Pregnancy; *Prevention; Programs; Sexuality
IDENTIFIERS- Child Welfare League of America; *Latinas; *Latinos; Sexually Transmitted Diseases

This book is a result of a symposium held by the National Council of Latino Executives and the Child Welfare League of America's Florence Crittenton division which focused on preventing picture, story schema or structure, and prior knowledge (schemata). The second young readers' conceptions of reading in both L1 and L2 and their criteria about readability were strongly connected with their intertextuality. (Contains 7 references and a table of data; appendixes contain the complete interview protocols and story retellings.) (RS)

ED 430 211   CS 013 548

Isaacs, Emily J.
Turning the Researcher Gaze Inward: Where Does My Pedagogy Come from?
PUB DATE- 98
NOTE- 13p.; Paper presented at the Annual Meeting of the National Council of Teachers of English Conference on College Composition and Communication (49th, Chicago, IL, April 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Research; Higher Education; *Self Actualization; *Self Disclosure (Individuals); *Student Centered Curriculum; *Teacher Behavior; Teacher Student Relationship; Teaching Methods; *Writing Teachers
IDENTIFIERS- *Teacher Centered Instruction

A college English professor explores her pedagogical development as she recognizes her process-oriented teacher-centered pedagogy and considers a new philosophy incorporating a more student-centered teaching style introduced to her during graduate studies. Using teaching experience to reflect on the construction of teaching practice, she studies how basic writing teachers construct their pedagogy. Graduate research led her to believe that in order for teachers to be successful they need to figure out ways to adapt intellectually appealing writing theories and practices to their own deeply felt beliefs about teaching, learning, and writing. Focusing on the role she plays in the classroom, she set up a process of investigation. Her entertaining style of teaching, she began to realize, would prevent students from learning on their own. Finding the tools to change is easier than changing her teaching style. By accepting her own personality qualities, she was able to adapt the lessons learned from experience to the theories and ideas she learned from training and scholarship. Reflecting on her activity-obsessed personality, she realized that not everyone needs what she needs to be happy and feel successful; this might actually inhibit students' growth process and development. (SC)

ED 430 212   CS 013 549

Jones, Glenowyn
What's New in Chapter Books.
PUB DATE- 99
NOTE- 13p.; Paper presented at the Annual Meeting of the Michigan Reading Association (43rd, Grand Rapids, MI, March 13-16, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Bibliographies (131),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescent Literature; Book Reviews; *Childrens Literature; Elementary Secondary Education; *Readability;

curriculum projects aimed at syntactic maturity acceleration. The classroom-oriented John Mellon and Frank O'Hare developed programs of sentence-combining drills for high school students, habituating them to write longer, denser clauses. But English teachers rated Mellon's control group's less syntactically mature writing as "better" writing. Sidney Dobrin's "Constructing Knowledges" (1997) expresses enthusiasm for recent composition theory. For students, "What works?" is the pertinent question, not "From what research findings, epistemologies, political ideologies, and other theories should the profession derive its direction?" (Contains 23 references.) (NKA)

ED 430 231   CS 216 694

Hamilton, Carole L., Ed.; Kratzke, Peter, Ed.
Short Stories in the Classroom.
PUB DATE- 99
NOTE- 219p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *English Instruction; Literature Appreciation; *Reader Text Relationship; Secondary Education; *Short Stories
IDENTIFIERS- *Response to Literature

Examining how teachers help students respond to short fiction, this book presents 25 essays that look closely at "teachable" short stories by a diverse group of classic and contemporary writers. The approaches shared by the contributors move from readers' first personal connections to a story, through a growing facility with the structure of stories and the perception of their varied cultural contexts, to a refined and discriminating sense of taste in short fiction. After a foreword ("What Is a Short Story and How Do We Teach It?"), essays in the book are: (1) "Shared Weight: Tim O'Brien's 'The Things They Carried'" (Susanne Rubenstein); (2) "Being People Together: Toni Cade Bambara's 'Raymond's Run'" (Janet Ellen Kaufman); (3) "Destruct to Instruct: 'Teaching' Graham Greene's 'The Destructors'" (Sara R. Joranko); (4) "Zora Neale Hurston's 'How It Feels to Be Colored Me': A Writing and Self-Discovery Process" (Judy L. Isaksen); (5) "Forcing Readers to Read Carefully: William Carlos Williams's 'The Use of Force'" (Charles E. May); (6) "'Nothing Much Happens in This Story': Teaching Sarah Orne Jewett's 'A White Heron'" (Janet Gebhart Auten); (7) "How Did I Break My Students of One of Their Biggest Bad Habits as Readers? It Was Easy: Using Alice Walker's 'How Did I Get Away...'" (Kelly Chandler); (8) "Reading between the Lines of Gina Berriault's 'The Stone Boy'" (Carole L. Hamilton); (9) "Led to Condemn: Discovering the Narrative Strategy of Herman Melville's 'Bartleby the Scrivener'" (James Tackach); (10) "One Great Way to Read Short Stories: Studying Character Deflection in Morley Callaghan's 'All the Years of Her Life'" (Grant Tracey); (11) "Stories about Stories: Teaching Narrative Using William Saroyan's 'My Grandmother Lucy Tells a Story without a Beginning, a Middle, or an End'" (Brenda Dyer); (12) "The Story Looks at Itself: Narration in Virginia Woolf's 'An Unwritten Novel'" (Tamara Grogan); (13) "Structuralism and Edith Wharton's 'Roman Fever'" (Linda L. Gill); (14) "Creating Independent Analyzers of the Short Story with Rawlings's 'A Mother in Mannville'" (Russell Shipp); (15) "Plato's 'Myth of the Cave' and the Pursuit of

Composition; Higher Education; *Reflective Teaching; *Self Evaluation (Individuals); Teacher Effectiveness; *Teacher Improvement; *Teaching Assistants; *Teaching Experience
IDENTIFIERS- Eastern Washington University; University of Arizona

Becoming a better teacher through active reflection is at best encouraged in graduate school, however Teaching Assistant (TA) training often focuses so intently on the "how" of teaching writing that it never reaches the "why" of teaching; TAs are left with an eclectic grab-bag of activities that they know "work," although the nature and purpose of that work may be unknown. To encourage and nurture this reflective quality in new teaching assistants, there are steps a program can take. At Eastern Washington University, a smaller university, a program provides a ready-made syllabus (allowing the TAs to focus on teaching) and incorporates reflective writing (reading and writing about the teaching process.) Incorporating the Eastern (small university) model into a much larger setting at the University of Arizona requires some adjustments to the program. A program assigning new TAs with veteran TAs (Teaching Advisors) to monitor and mentor the new TAs is a viable option for a larger university. Teaching Advisors in a larger university setting should encourage new TAs to reflect intelligently on the work they are doing. Small groups of new TAs meeting under a Teaching Advisor can discuss their teaching, and read and discuss articles, exploring the "whys" more than the "hows" of teaching. By providing an advisor and encouraging quality of reflection, a composition program is far more likely to produce great teachers in a subject that is hard to understand. (SC)

ED 430 251 CS 216 727

Freeman, Marcia S.
Teaching the Youngest Writers: A Practical Guide. For Primary Grade Teachers.
PUB DATE- 99
NOTE- 143p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Classroom Environment; Classroom Techniques; *Emergent Literacy; Parent Education; Primary Education; Writing Evaluation; *Writing Improvement; *Writing Instruction; *Writing Processes; Writing Skills; *Writing Workshops
IDENTIFIERS- *Process Approach (Writing)

Taking students from emergent to elaborative writers, this book shows teachers how to conduct a daily writing workshop, manage the writing process, and teach the expository and narrative writing techniques primary-grade students will need to become fluent writers. It includes advice on setting up the classroom; scheduling and organizing the workshop; modeling writing techniques; implementing efficient and effective peer conferences; and teaching young writers to revise and edit. After a foreword and an introduction, chapters in the book are (1) A Classroom That Promotes Writing; (2) Daily Writing Workshop: Getting Started; (3) Conducting the Daily Writing Workshop; (4) What Children Need to Know about Writing Workshop; (5) Prewriting; (6) Writing; (7) Response; (8) Revision; (9) Editing; (10) Publishing; (11) A Curriculum of Target Skills; (12) Description; (13) Personal Expository; (14) Personal Narrative; (15) Composing and Literary Skills; (16) Evaluation; (17) Parent Education; and (18) Some Questions and exemplary state documents. The book is accompanied by a CD-ROM, which not only contains the contents of the book, but also allows users to look up hypertext links among the standards and to select material by themes or by grade cluster. The kit likewise includes a series of wall charts listing the exit standards and four booklets with essays for principals, teachers, parents, and the public. Booklet 1, "Standards Principles for Principals," contains three essays written by principals for elementary, middle-school, and high-school principals, describing how principals can lead school-level implementation of standards-based reform. Booklet 2, "The Standards Teacher," describes how teachers can use standards and how standards can guide teaching. Booklet 3, "A Parent's Guide to Understanding Academic Standards," discusses how parents can work with teachers to implement standards. Booklet 4, "The Life and Times of a Pair of Standards," reviews two mathematics standards against the backdrop of standards-driven curriculum reform. (RJM)

ED 430 273 EA 029 789

Standards for Excellence in Education: A Guide for Parents, Teachers, and Principals for Evaluating and Implementing Standards for Education.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Carnegie Corp. of New York, NY.
PUB DATE- 98
NOTE- 289p.; In: Standards for Excellence. Multimedia Kit ., see EA 029 788.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Degree Requirements; Educational Change; Educational Improvement; Elementary Secondary Education; *Excellence in Education

This book intends to make the contents of the standards in the eight liberal-arts subjects more accessible to teachers, parents, and the general public. Content standards identify what students are expected to know and be able to do and can provide a way to identify the knowledge and skills that society wants young people to possess. The volume is divided by subject matter: arts, civics, English-language arts, foreign language, geography, history, mathematics, and science. Each chapter presents an overview of what students who complete a K-12 education are expected to know. Each set of standards is introduced by a brief rationale for that subject, along with an explanation of specific features of that section's material and the way it was derived. Within each subject, content standards are grouped according to topic area. Following each of the numbered content standards are statements called "standard benchmarks," which identify specific expectations for learning within the more general expectation of the particular content standard. The benchmarks are also associated with certain grade levels, at the end of which students should be expected to have met that benchmark. The standard benchmarks are also annotated to indicate related benchmarks in other disciplines. (RJM)

ED 430 274 EA 029 790

Tyson, Harriet

discusses the characteristics of schools, a school's program elements and components, and how assumptions and costs for components are calculated using the model. The paper explores how the model works with elementary schools, middle schools, and high schools. The paper then calculates the total cost for a K-12 education in Oregon. It details phased implementation of the model, the model's full implementation, and two approaches to implementation. (RJM)

ED 430 292 EA 029 815

Gronna, Sarah S.; Chin-Chance, Selvin A.
Effects of School Safety and School Characteristics on Grade 8 Achievement: A Multilevel Analysis.
PUB DATE- 99
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Correlation; Educational Environment; Grade 8; Junior High Schools; School Safety; *School Security; Violence

This paper reports on a statewide study that examined the extent to which a safe school influences individual student achievement. The study used a two-level hierarchical model that included student characteristics and school conditions used in prior research. The statewide analysis was based on 46 of the 50 schools with grade 8 classes in one western state. The study used scores from the Stanford Achievement Test, along with data obtained from state department of education data bases for the school years 1993 through 1996. The findings suggest that school safety has statistically significant effects on students' grade 8 reading and mathematics achievement. Controlling for student background characteristics and differences in school conditions, students who are in safer schools have higher grade 8 achievement scores than students who are in less-safe schools. The results suggest that schools with lower levels of school violence provide better learning environments for students in middle-level schools. Additionally, there was a statistically significant negative effect on student achievement associated with increased school disciplinary infractions after controlling for student background characteristics and school conditions. Since students who are in safer schools have higher grade 8 achievement scores than students who are in less-safe schools, school safety should receive increased attention from policymakers. (Contains 39 references.) (RJM)

ED 430 293 EA 029 816

Fritch, Wayne S.
Large or Small? Public or Private? What Matters Most in the Formation of Social Capital.
PUB DATE- 99
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

governance of the foundations, such as the size of the board of directors and the length of board members' service. Three appendices contain examples of publicity information, annual reports, and bylaws of school foundations from different size districts. (RJM)

ED 430 312 EA 029 839

Correia, Joan
Business Management in the Catholic School.
PUB DATE- 98
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrators; *Catholic Schools; Educational Finance; Elementary Secondary Education; School Accounting; *School Administration; *School Business Officials

This manual attempts to clarify appropriate business-management practices for Catholic schools. It addresses relevant financial issues, such as stewardship of property and resources. The volume describes the importance of employing a business manager and explores that person's role, delving into the business manager as manager, leader, and facilitator. The book examines the business manager's relationship to members of the school community, such as the principal, the school board, parents, staff, and students. Topics such as how to manage accounts receivable, development income, investments, and cash flow are discussed. It also discusses how to manage accounts payable, salaries, benefits, and vendors. Suggestions for budget preparation, including departmental involvement, the use of financial reports, revising the budget, and communicating the budget are offered. Also included is information on financial reporting, balance sheets, operating statements, cash flow, comparison statements, annual reviews and audits, and financial projections. Plant and maintenance operations and how to deal with maintenance staff, security, record keeping, and upkeep are presented. Some of the other internal operations covered include working with the cafeteria and the bookstore. Seven appendices offer sample forms for a chart of accounts, an employment agreement, an annual sick-leave record, and other administrative matters. (RJM)

ED 430 313 EA 029 840

Kealey, Robert J., Ed.
American Catholic Schools for the 21st Century: Reflections on the Future of American Catholic Elementary Schools. Volume 2.
PUB DATE- 98
NOTE- 50p.; For Volume 1, see ED 410 672.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Catholic Educators; *Catholic Schools; *Educational Philosophy; Elementary Secondary Education; *Long Range Planning; Religious Education; School Community Relationship; *School Role; Spirituality; Strategic Planning

This book challenges all Catholic educators to plan for the future. The 19 essays, written by principals of Catholic elementary/middle schools, vary in their message, but they all

DESCRIPTORS- *Ability Identification; *Academically Gifted; *Comparative Education; Cross Cultural Studies; *Cultural Influences; Elementary Secondary Education; Foreign Countries; Higher Education; Predictor Variables; Statistical Analysis; *Teacher Attitudes
IDENTIFIERS- *Finland; *United States

This study compared the culture-dependent attitudes of Finnish teachers (N=147) and American teachers (N=160) toward gifted education. The teachers from both countries represented preservice teachers, regular classroom teachers, and teachers of the gifted. Emphasis was on the relationship of attitude to culture from which the teacher came. The relationship of attitude to demographic variables such as age, gender, having a gifted family member, and giftedness of respondents were also examined. The instrument used was the Attitude Scale toward Gifted Education developed by Gagne and Nadeau (1985). A new method to identify cross-cultural predictors of attitude based on Bayesian analysis was also applied. The study found that Finnish teachers were more concerned about the possible negative social and affective effects of special classes or other services for the gifted outside the regular classroom. In addition, the new statistical methodology used was able to predict culture-dependent attitudes with 87.6 percent accuracy. Contains 14 references. (DB)

ED 430 333 EC 307 181

Special Camp Guide: A Directory of Camps and Summer Programs for Children with Special Needs.
PUB DATE- 99
NOTE- 273p.
LANGUAGE- English; Spanish
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adolescents; *Camping; Children; *Day Camp Programs; *Disabilities; Elementary Secondary Education; *Outdoor Activities; Preschool Education; *Resident Camp Programs; Selection; *Summer Programs

This directory is designed to help parents, caregivers, and professionals locate appropriate summer programs for children and youth with disabilities. It includes descriptions for more than 300 day and sleepaway programs and separate sections for young children and teenagers. Program descriptions are presented in English and in Spanish and include information on wheelchair accessibility, administration of medication, fees, scholarships, transportation, staff/camper ratio, and age of campers. The directory also includes suggestions for selecting a camp and questions that parents and providers may want to consider relating to child readiness and needs, the director and staff of the camp, the camp program, the camp setting, and food and facilities. (CR)

ED 430 334 EC 307 182

Smith, Jill; Diller, Howard
Self Image and Learning Disabilities.
PUB DATE- 96
NOTE- 103p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Failure; Clinical Diagnosis; Definitions;

and viewed personal effort as an important part of their perfectionism. Dysfunctional perfectionists lived in a state of anxiety about making errors; had extremely high standards; perceived excessive expectations and negative criticism; questioned their own judgments; lacked effective coping strategies; and exhibited a constant need for approval. Family, teacher, and peer influences on perfectionism were perceived as mostly positive for the healthy perfectionists, but negative for the dysfunctional perfectionist. Appendices contain the Goals and Work Habits Survey and the Empowering Gifted Behavior Scale. (Contains over 200 references.) (Author/CR)

ED 430 353 EC 307 204

Pelton, Robert P.
Improving the Consistency of Interventions in a Public Middle School Therapeutic Program for Students with Severe Emotional/Behavioral Disorders.
PUB DATE- 98
NOTE- 49p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Behavior Disorders; *Emotional Disturbances; *Individualized Education Programs; Inservice Teacher Education; *Integrated Services; *Interdisciplinary Approach; Intervention; Knowledge Base for Teaching; Mental Health Programs; Middle School Students; Middle Schools; Self Contained Classrooms; Student Needs; Teamwork; Training; Workshops

This study was designed to improve teachers' abilities to respond effectively to 8 students with emotional and behavior disorders (EBD) in a self-contained class in a public middle school through the implementation of individualized treatment plans (ITPs), a form of individualized behavior plans. ITPs are intended to stimulate staff to think analytically and critically about therapeutic intervention as well as providing guidance in intervention implementation, thus creating an environment where students can decrease problematic behaviors and earn entrance into the mainstream student population. The Individualized Education Programs of all the students were reviewed and updated, and were used to create ITPs for students. Two ITP in-service training workshops were conducted and the ITPS were reviewed with a service-providing team for an 8-week period. Student weekly point sheet averages during the final weeks of implementation were collected and pre- and post-practicum staff surveys were conducted. Analysis of the data demonstrated an increase in knowledge of the students' programming among the treatment providing team. Findings indicated that ITPs facilitated an interdisciplinary team-based approach to working with the students with EBD and increased the knowledge base of the staff, giving them more tools to help the students become successful. (CR)

ED 430 354 EC 307 205

Miller, Nancy B.; Sammons, Catherine C.
Everybody's Different: Understanding and Changing Our Reactions to Disabilities.
PUB DATE- 99
NOTE- 359p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For

with and without disabilities benefit. Specific research reports are summarized and their key recommendations outlined. These studies support the implementation of PBS goals with guidelines such as alter the student's environment; provide schoolwide support; develop post-behavioral expectations in every classroom; use a cognitive-behavioral time-out strategy; implement specific positive supports for individual students; conduct functional assessments; understand cultural influences on behavior; work with families; and use technology to disseminate information. A contact list for authors of the summarized reports is attached. (DB)

ED 430 372 EC 307 225

Forsbach, Terri; Pierce, Nicole
Factors Related to the Identification of Minority Gifted Students.
PUB DATE- 99
NOTE- 25p.; Paper presented at Annual Conference of the American Educational Research Association (Montreal, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability Identification; American Indians; Asian Americans; Black Students; *Educational Practices; *Ethnic Groups; *Gifted Disadvantaged; Hispanic Americans; *Inservice Teacher Education; Junior High Schools; Middle Schools; *Minority Groups; Statistical Analysis; Surveys
IDENTIFIERS- African Americans; Latinos; Native Americans; New York

Middle schools throughout New York State were surveyed regarding the recruitment of gifted students. Data from 199 schools revealed that most middle schools in New York do not have programs for the gifted and when they do, minority students are underrepresented. A multivariate analysis of variance demonstrated that none of the identification procedures commonly used were useful for identifying minority gifted students. Commonly used identification procedures included grades, standardized test scores, teacher referral, parent referral, and self-referral. Regardless of which identification procedures were used, or the number of identification procedures available, gifted minorities were not identified. The one factor that emerged related to minority identification was that teacher training (e.g., workshops, inservice, etc.) facilitated the identification of minority gifted students. However, the data suggested that teacher training does not affect the identification of all ethnic minority groups. African-Americans were more likely to be identified as a result of teacher training, whereas the training did not affect the identification of Latino-Americans. (Contains 36 references.) (Author/DB)

ED 430 373 EF 005 309

Energy-Smart Choices for Schools. An HVAC Comparison Tool. CD-ROM .
PUB DATE- 99
NOTE- 0p.; Developed by Dooley and Associates.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- Air Conditioning Equipment; *Climate Control; *Comparative Analysis; *Computer Software; *Construction Costs;

of Puerto Rican and American cultures; fruits and vegetables of Puerto Rico; Puerto Rican dances; and Puerto Rico's geography. (MSE)

ED 430 396 FL 025 830

Appel, Marie Christine
Tandem Language Learning by E-Mail: Some Basic Principles and a Case Study. CLCS Occasional Paper No. 54.
PUB DATE- 99
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Communicative Competence (Languages); Computer Mediated Communication; Cooperative Learning; *Electronic Mail; *English (Second Language); Foreign Countries; Instructional Effectiveness; International Programs; Language Skills; *Peer Teaching; Personal Autonomy; Second Language Learning; *Second Languages; Skill Development; *Spanish; Teaching Methods
IDENTIFIERS- *Asynchronous Learning Networks; Denmark; Ireland; Spain

A study investigated the effectiveness of tandem second language learning using electronic mail (e-mail). Tandem language learning refers to a partnership between two learners, each learning the other's native language. The underlying principles of reciprocity and learner autonomy are explored, use of asynchronous communication between individuals for language learning is discussed, and theory on communicative language learning and the role of writing in language learning is examined, and the study is presented. Subjects were seven dyads of native English- and native Spanish-speaking adults of varied second-language proficiency levels, located in Ireland, Denmark, and Spain. Data were drawn from analysis of e-mail messages and a survey of participants. Analysis focuses on choice of language, type of language used, nature of cultural exchange, style and quality of peer feedback, development of language usage awareness, communication strategies, and students' comments and attitudes. Conclusions and areas for further research are discussed. Contains 53 references. (MSE)

ED 430 397 FL 025 831

Little, David; Ushioda, Ema; Appel, Marie Christine; Moran, John; O'Rourke, Breffni; Schwienhorst, Klaus
Evaluating Tandem Language Learning by E-Mail: Report on a Bilateral Project. CLCS Occasional Paper No. 55.
PUB DATE- 99
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Communicative Competence (Languages); Computer Mediated Communication; Cooperative Learning; *Electronic Mail; *English (Second Language); Error Correction; Foreign Countries; *German; Instructional Effectiveness; International Programs; Language Patterns; Language Skills; *Peer Teaching; Personal Autonomy; Second Language Learning; *Second Languages; Skill Development; Teaching Methods
IDENTIFIERS- *Asynchronous Learning Networks; Germany; Ireland

The report details the Irish portion of an experiment in tandem language learning by electronic mail (e-mail). The partners were Trinity College, Dublin (Ireland) and Ruhr University,

DESCRIPTORS- Academic Aspiration; *College Freshmen; Diversity (Institutional); Grade Inflation; Higher Education; Longitudinal Studies; Political Attitudes; Self Esteem; Sex Differences; Statistical Data; *Student Attitudes; Tables (Data); Volunteers
IDENTIFIERS- *Cooperative Institutional Research Program

The 32nd annual report of national normative data on college freshmen is part of the Cooperative Institutional Research Program's longitudinal study to assess the effects of college on students. Data are based on 252,082 entering students at 464 of the nation's two- and four-year colleges and universities in Fall, 1997. The normative data are reported separately for men and for women and for 35 different institutional groupings. The major stratifying factors are institutional race (predominantly black versus predominantly white), control (public, private-nonsectarian, Roman Catholic, Protestant), type (university, four-year college, two-year college) and the selectivity level of the institution. An overview identifies major trends which include: (1) students show record levels of academic disengagement; (2) students are also increasingly disengaged from politics; (3) more students identify themselves as "middle of the road" with the shift coming disproportionately from the right; (4) the rate of cigarette smoking is the highest in 30 years; and (5) students come from families which are smaller, with parents more likely to be divorced or separated, and with mothers less likely than ever to be full-time homemakers. Appendices include detail on the research methodology, the 1997 student information form, the coding scheme, a listing of institutions participating, information on data precision, and a sample report furnished to participating campuses. (Contains 15 references.) (DB)

ED 430 418 HE 031 250

Chirol, Marie-Magdeleine
New T.A. Handbook.
PUB DATE- 94
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Techniques; *College Second Language Programs; *French; Higher Education; Second Language Instruction; *Teaching Assistants; Teaching Methods; Undergraduate Study

This detailed guide is for new teaching assistants (T.A.'s) teaching elementary French at the college level. Individual sections address the following topics: (1) the first day of class (including forms to be distributed to students); (2) written exams (policies regarding contributions, exam procedures, and corrections); (3) oral exam of the second midterm (contributions to the oral exam, interview procedures, absenteeism); (4) review days; (5) reminders regarding compositions, quizzes, teaching materials, and video days; (6) the evaluation process for teaching assistants; (7) administrative information (absences of T.A.'s, teaching assistantships in regular semesters, and summer teaching assistantships); (8) extracurricular opportunities for language experiences; (9) group work; and (10) university policies (regarding ethics, sexual harassment, and diversity). Sample forms (such as the student background information form and the grade sheet report for oral exams) and lists (such as material adapted to specific lessons and handouts for reviews) are also priorities.(Contains 30 references.) (DB)

ED 430 438 HE 032 028

Gaff, Jerry G.
General Education: The Changing Agenda. The Academy in Transition.
PUB DATE- 99
NOTE- 27p.; For related report, see HE 032 027. "Third in a series of discussion papers for faculty members and academic leaders."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; Change Strategies; *College Curriculum; Educational Change; Educational Objectives; *Educational Trends; *General Education; Higher Education; Intellectual Disciplines; *Majors (Students); Trend Analysis

The intent of this discussion paper is to provide a survey of emerging trends in general education reform at institutions of higher education. Ten themes are identified: (1) rethinking the major; (2) concern with student learning beyond course content; (3) an increased emphasis on diversity; (4) the importance of technology; (5) efficiency and effectiveness; (6) the need for more emphasis on implementation strategies in improving general education; (7) new administrative models; (8) the necessity of program assessment; (9) combining of change initiatives; and (10) convergence of two movements one to improve general education and the other concerned with accountability, fiscal responsibility, and prudent management. (Contains 48 references.) (DB)

ED 430 439 HE 032 029

Hossler, Don; Schmit, Jack; Vesper, Nick
Going to College. How Social, Economic, and Educational Factors Influence the Decisions Students Make.
PUB DATE- 99
NOTE- 173p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; *College Bound Students; *College Choice; *Decision Making; Higher Education; Longitudinal Studies; Parent Influence; Socioeconomic Influences
IDENTIFIERS- Indiana

This book reports on a nine-year longitudinal study of the postsecondary educational decision-making process among a sample of high school students in Indiana. The study surveyed large numbers of students and also conducted in-depth interviews with a small number of students and parents. The book is organized into four parts, each with two chapters. The opening chapter of the first three parts relates the experiences of eight students who tell how they made their post-high school decisions. The second chapter in each of these three parts is a companion piece, reporting findings and conclusions from the study's surveys and interviews. The two chapters of part 4 explore what happened to some of the students in the study based on interviews with a subsample of 56 students after they had been out of high school approximately seven months and again about four years later. The final chapter reports conclusions and recommendations. The study found differences in the factors that influence students' aspirations and those that influence their achievements;

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Community Colleges; Educational Change; *Educational Planning; *Educational Policy; Educational Quality; Financial Support; *Higher Education; State Government; *State Legislation; State Universities; Student Financial Aid; Technical Education; Vocational Education
IDENTIFIERS- *Kansas

This report provide commentary and recommendations by the Kansas State Legislative Educational Planning Committee in regard to several areas of postsecondary education. It recommends the introduction of legislation to change the professional scholarship programs administered by the Kansas Board of Regents to make them more consistent; supports the recommendations of the State Treasurer's Task Force on Postsecondary Education Savings Plans; supports the development and implementation of community college core indicators; expresses its intent to monitor community college customized training programs and concurrent enrollments; supports adequate funding for area vocational schools and technical colleges; expresses its support for student assistance programs that target low- and lower-middle income students; and makes plans to meet during the 1999 legislative session with representatives of postsecondary education to discuss higher education reform. The report also addresses the Vision 2020 plan to transform Kansas Regents Universities, adult basic education and English as a second language programs, Washburn University goals and strategic planning, the Education Commission of the States, concurrent enrollment issues, amendments to the Dental Practice Act, transfer and articulation agreements, and high school weighted grade point averages. (MDM)

ED 430 460 HE 032 051

Schrimper, R. A.
Output, Professional Affiliation, and Placement of Ph.D. Graduates in Agricultural Economics.
PUB DATE- 98
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agriculture; *Doctoral Degrees; *Economics; *Educational Trends; Employers; *Employment Patterns; Group Membership; Higher Education; Professional Associations; Trend Analysis
IDENTIFIERS- *Agricultural Economics

This study examined the annual output of Ph.D. degrees in agricultural economics and the types of employment taken by graduates in the field. Data were obtained from 35 institutions for the period 1985 through 1994, and for 7 of the 10 years, from two additional institutions. It was found that the 37 institutions accounted for a total of 1,745 Ph.D. degrees in agricultural economics between 1985 and 1994, with a slight downward trend in degrees produced between 1985 and 1992, but then noticeable increases in both 1993 and 1994. The ten institutions with the largest number of Ph.D. degrees accounted for 45 percent of total output. Fewer than one-third of the individuals who received Ph.D. degrees between 1985 and 1994 belonged to the American Agricultural Economics Association (AAEA) in 1995. Approximately 90 percent of degree recipients who were members of the AAEA in 1995 and residing in the United traditional courses identified curriculum relatedness (class content) as the most important criterion, while subscribers to the distance learning format were primarily concerned with chronology (scheduling convenience). Among the younger traditional students, anecdotal responses suggested course selection was driven by a concern with expeditiously fulfilling university or curriculum requirements. Results suggest that courses available via distance learning are more attractive to older, nontraditional students. (DB)

ED 430 480 HE 032 071

Hecht, Jeffrey B.; Klass, Patricia H.
The Evolution of Qualitative and Quantitative Research Classes when Delivered via Distance Education.
PUB DATE- 99
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Ontario, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Distance Education; Educational Technology; Foreign Countries; Higher Education; Participant Satisfaction; *Qualitative Research; Research Design; *Research Methodology; *Statistical Analysis; Student Attitudes; Teacher Attitudes; *World Wide Web
IDENTIFIERS- Asynchronous Learning Networks; Illinois State University; *Streaming Audio; *Streaming Video; Synchronous Learning; Thailand

This study examined whether new streamed Internet audio and video technology could be used for primary instruction in off-campus research classes. Several different off-campus student cohorts at Illinois State university enrolled in both a fall semester qualitative research methods class and a spring semester quantitative research methods class. Both classes combined asynchronous web-based materials with synchronous audio and video transmissions. Both courses used a combination of Real Media's Real Encoder and Real Player technology (for transmitting the audio and video components of the live class from the instructor to the remote students) and real-time chat and discussion group software (for bi-direction typewritten interaction between the remote students and the instructor). Both courses demonstrated that it was possible to deliver even highly technical research-oriented courses over the Internet using streaming audio and video technologies. However, both courses also encountered several critical problems and issues, such as a sense of disconnection from the group by distance students and added time pressures for instructors. (Contains 18 references.) (Author/DB)

ED 430 481 HE 032 072

Hecht, Jeffrey B.; Schoon, Perry L.
Using CU-SeeMe To Deliver a Masters-Level Class over the Internet.
PUB DATE- 99
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Ontario, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

Ohio State University; (4) Pennsylvania State University; (5) Portland (Oregon) State University; (6) Rutgers the State University of New Jersey; (7) Salish Kootenai College and the Flathead Indian Reservation; (8) Tuskegee University (Alabama); (9) University of California Davis; (10) University of Illinois at Chicago; and (11) University of Vermont. (Some sections contain references.) (CH)

ED 430 500 HE 032 091

Student Charges and Financial Aid: 1998-99. A Guide to Recent Trends in Student Charges and Financial Aid at Four-Year Public Colleges and Universities.
PUB DATE- 98
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Students; *Educational Finance; Higher Education; Parent Financial Contribution; Paying for College; *Public Colleges; State Colleges; State Universities; *Student Costs; *Student Financial Aid; *Student Loan Programs; Tables (Data); Trend Analysis; Tuition

This report examines trends in college student tuition and fees for the year 1998-99, at public four-year colleges and universities, as well as trend data for the period beginning 1998-90. The report notes that while tuition and fee increases are near their lowest point in more than a decade, they remain above the rate of inflation, with average resident undergraduate tuition and fees rising 4 percent annually. Increases in room and board rates have moderated as well, with average increases at 4.1 percent. Also noted is the shift from state appropriations to tuition as a revenue source, causing a significant increase in the ratio of average tuition and fees to median family income over the last thirty years, and a projection that this ratio will rise further in the next twenty years. Financial aid available to postsecondary students rose as well by 6.2 percent to $60.5 billion in 1997-98. Other sections of the report discuss various policy issues, ten-year trends for student charges, public perceptions of the value of education, state policies on tuition; financial aid developments, and federal, state, and institutional loan trends. A table of student undergraduate charges at American Association of State Colleges and Universities is appended. (Contains 19 references.) (CH)

ED 430 501 HE 032 092

University Research and Technology Transfer in a Changing World.
PUB DATE- 98
NOTE- 46p.; Summaries of a Workshop of the Council on Research Policy and Graduate Education of the National Association of State Universities and Land-Grant Colleges (St. Louis, MO, April 5-7, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- College Faculty; College Students; Cooperative Programs; *Entrepreneurship; Graduate Study; Higher Education; Institutional Administration; Institutional Role; *Partnerships in Education; *Research Administration; *School Business Relationship; State Colleges; State Universities; Strategic Planning; *Technology Transfer; Workshops

presenter and scheduling; (8) Videoconferencing, including advantages and disadvantages; (9) Computer Interaction with ITV, including tips for material development; and (1) Legal, Administrative, and Ethical Issues Related to ITV, including copyright and the legality of videotaping classes. (DLS)

ED 430 518   IR 019 488

Harrison, Bruce, Jr.
Hardware/Software To Support Distance Learning Classes.
PUB DATE- 97
NOTE- 6p.; In: Mid-South Instructional Technology Conference Proceedings (2nd, Murfreesboro, TN, April 6-8, 1997); see IR 019 485.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Classroom Communication; *Computer Mediated Communication; Computer Software; *Computer Uses in Education; *Distance Education; Educational Technology; Higher Education; *Internet; Multimedia Materials; Student Needs; Teacher Student Relationship; Teleconferencing; Telephone Communications Systems
IDENTIFIERS- Access to Technology; Learning Environments; Virtual Classrooms

While the major part of any class is the classroom contact time, out-of-class support often makes the difference between success and failure of a student. With distance learning classes, teachers are faced with a unique set of problems in supplying this outside support. Students are often spread over large geographical areas and have varying schedules due to work and family considerations. This paper covers the following hardware and software tools that can help to overcome these problems: (1) e-mail, including its use for communication between instructors and students, distribution of syllabi, and turning in of assignments; (2) electronic mailing lists, especially those managed by list-processing software, as a means of asynchronous class discussion; (3) computer conferencing, including requirements and software options; (4) World Wide Web services, including posting/downloading files, graphics, and other multimedia materials; (5) audio and video materials via the Internet, including recording and storing audio/video, the ability to broadcast audio, and video teleconferencing; (6) other Internet services, including InterRelay Chat, MOOs, and MUDs, and online content-delivery servers; and (7) telephone-based technology, including voice mail, telephone conferencing, and fax services. Problems to consider, including availability of hardware/software, access control, Internet access, copyright issues, training, and costs, are noted. (Author/DLS)

ED 430 519   IR 019 489

Kubly, Kristin
Guiding Students in Using the World Wide Web for Research.
PUB DATE- 97
NOTE- 6p.; In: Mid-South Instructional Technology Conference Proceedings (2nd, Murfreesboro, TN, April 6-8, 1997); see IR 019 485.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

Use Studies
IDENTIFIERS- Apple Classrooms of Tomorrow; *Impact Evaluation; Learning Environments; *Technology Utilization; West Virginia

This document analyzes the following five large-scale studies of education technology: (1) "Meta-Analytic Studies of Findings on Computer-Based Instruction" (J.A. Kulik) employed a statistical technique called meta-analysis to aggregate the results of over 500 individual studies to draw a single conclusion; (2) "Report on the Effectiveness of Technology in Schools, 1990-1997" (J. Sivin-Kachala) reviewed hundreds of individual studies whereby the authors shed light on consistent patterns that emerged across studies; (3) "Evaluating the Apple Classrooms of Tomorrow" (E.L. Baker, M. Gearhart, & J.L. Herman) reviewed a partnership between Apple and five schools across the nation; (4) "West Virginia's Basic Skills/Computer Education Program: An Analysis of Student Achievement" (D. Mann, et al.) reported the results of West Virginia's 10-year statewide education technology initiative; and (5) "Does It Compute? The Relationship between Educational Technology and Student Achievement in Mathematics" (H. Wenglinsky) assessed a national sample of fourth- and eighth-grade students using newer simulation and higher order thinking technologies. An evaluation of two smaller-scale studies that point to the promise that newer technologies currently afford is also included: "Computer Support for Knowledge-Building Communities" (M. Scardamalia & C. Bereiter) and "Software Design as a Learning Environment" (I. Harel & S. Papert). Conclusions are summarized related to impact and effectiveness. (AEF)

ED 430 538   IR 019 567

Mathews, J. B.
Statewide Educational Networks: Policy and Management Report.
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Research/Technical (143)
DESCRIPTORS- Agency Role; *Computer Networks; Computer Uses in Education; Educational Administration; Educational Finance; *Educational Planning; Educational Policy; Elementary Secondary Education; Financial Support; *Information Networks; Leadership; *State Departments of Education; Statewide Planning; *Telecommunications
IDENTIFIERS- Florida; Georgia; Oklahoma; Southern Regional Education Board; Technology Plans

This report outlines success factors and challenges identified in a study of the educational electronic communications networks in three selected Southern Regional Education Board (SREB) member states (i.e., Florida, Georgia, and Oklahoma) and through discussions of the SREB's Educational Technology Cooperative. The report is organized in sections that address: participation and support; educational leadership; technology strategies; funding; special pricing and discounts for education; methods of charging users; economies of scale; organization; planning; user issues; costs of procured telecommunications services; services to private business; effects on economic development; and growth of network use. Each section summarizes the important policy and management considerations raised by the state networks and presents questions that should help other states establish or review plans to develop or improve an educational network. (AEF) the school-to-work initiative: program transfer agreements; competency-based admission process; teacher preparation; curriculum development; and research. In 1998-99, a total of $7.2 million in federal and state funds were allocated to state agencies for Wisconsin's school-to-work initiative. School districts, WTCS districts, and partnerships also allocated funds for the initiative. The initiative's tech prep programs are developed and implemented locally by tech prep consortia consisting of a WTCS district and all K-12 districts within the WTCS district's boundaries. Each consortium's tech prep program must include six components: articulation agreement; curriculum; inservice teacher training; counselor training; preparatory services; and equal access for special populations. (MN)

ED 430 081 CE 078 538

Soukup, Frances
Assessment of Critical Thinking Skills in Associate Degree Nursing Students.
PUB DATE- 99
NOTE- 98p.; Research paper submitted in partial fulfillment of the requirements for the degree of Education specialist, University of Wisconsin-Stout.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143)
DESCRIPTORS- Associate Degrees; *Critical Thinking; *Nursing Education; Pretests Posttests; Student Evaluation; *Thinking Skills; Two Year Colleges
IDENTIFIERS- California Critical Thinking Skills Test (College)

A study examined the change in the critical thinking skills of associate degree nursing students as they progressed through their educational process at the Reedsburg campus of Madison Area Technical College (MATC) in Wisconsin. The study sample consisted of two cohorts of 24 students each (students entering MATC's associate degree nursing program in August 1995 and August 1996 and graduating in May 1997 and 1998, respectively). Each cohort was selected through a randomized selection process from the first-day applicants who fulfilled all the program's prerequisites for entry. The students' critical thinking skills were examined by having them complete the California Critical Thinking Skills Test (CCTST) before starting and after completing their program of study. The study confirmed CCTST pre- and posttesting to be a viable means of assessing changes in students' critical thinking skills. One cohort exhibited a significant increase in critical thinking. Both cohorts manifested significant gains in their evaluation and inductive reasoning skills; however, neither cohort demonstrated significant gains in their analysis, inference, and deductive thinking skills. (The report contains 45 references and 17 tables/figures. Appended are a discussion of validation of the California Critical Thinking Skills Test and the agreement to participate as a research subject.) (MN)

ED 430 082 CE 078 542

Villee, Pat A. Gallo, Ed.; Curran, Michael G., Ed.
The 21st Century: Meeting the Challenges to Business Education. National Business Education Association Yearbook, No. 37.
PUB DATE- 99
NOTE- 195p.
LANGUAGE- English

prepared by experienced adult assessment staff to help new adult education (AE) instructors understand how to administer and interpret standardized tests and how such standardized tests can provide one basis for instructional placement and curriculum choices. It also provides information on legislative mandates for accountability and performance-based funding that drives the reform system in AE. The pretest and posttest appear first. Each of the five units consist of some or all of the following components: objectives; informational material; exercise(s); self test(s); worksheet(s); and answer keys. Unit topics are as follows: (1) the role of assessment in AE; (2) understanding test reliability and validity; (3) administering standardized tests; (4) interpreting test results to adult students; and (5) accountability and student tracking. Appendixes contain the following: correlations of student success to tracking (SSTS) reports to indicators of program quality; list of SSTS reports; adult basic education (ABE) 1997 basic skills track; ABE 1997 functional skills track; and pretest and posttest answer keys. (YLB)

ED 430 099 CE 078 577

The Philosophy of Teaching Adult Students. Quality Professional Development Project. Professional Development Manual II.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Workforce Development.
PUB DATE- 98
NOTE- 68p.; For the trainer's guide to the Quality Professional Development Project, see CE 078 582; for the six manuals, see CE 078 576-581.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Accountability; *Adult Education; Adult Educators; Adult Literacy; *Adult Students; Behavioral Objectives; Classroom Techniques; Educational Finance; *Educational Philosophy; *Educational Quality; *Faculty Development; Instructional Materials; Literacy Education; Pacing; Performance Based Assessment; Pretests Posttests; *Student Characteristics

This workbook is one of six professional development manuals designed to help new adult education (AE) instructors find their personal philosophy of teaching adult students. The pretest and post-test appear first. Five units provide useful information on five diverse topics developed by leading (AE) experts and experienced (AE) instructors. Each begins with a list of objectives. Unit 1 describes the relationship among the state, AE provider, and teacher; how statewide standards and curriculum frameworks are set; and current trends in AE funding. Unit 2 provides information on demographics of the "typical" AE classroom and impact of student diversity on student success and instructional methodologies. Unit 3 describes AE classroom components: open-entry/open-exit enrollment, self-paced learning, teacher accountability, and competency-based assessment. Unit 4 identifies common challenges encountered by new part-time instructors, such as lack of colleague interaction and isolation from the mainstream of full-time instructors; presents possible solutions or approaches; and explores how new instructors can access institutional resources. Unit 5 provides guidance on how to create a high-quality classroom using Total Quality Management, Total Quality Learning, instructor restructuring, team

Vanstone, Sue, Comp.
Publications and Resources on Prior Learning Assessment and Recognition (PLAR). Compiled for the Research Network for New Approaches to Lifelong Learning.
PUB DATE- 99
NOTE- 260p.; Compiled with the assistance of Luis Barnola.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Access to Education; Adult Basic Education; Adult Education; Bibliographies; Distance Education; Educational Policy; Ethnic Groups; *Experiential Learning; Females; Foreign Countries; French; *Informal Education; Literacy Education; Marketing; Military Training; Portfolio Assessment; Postsecondary Education; *Prior Learning; Program Implementation; Public Relations; Second Language Instruction; Secondary Education; *Student Evaluation
IDENTIFIERS- Asia Pacific Region; Australia; Canada; Europe; New Zealand; South Africa; United States

This bibliography provides a thorough and representative sample of the different types of available Prior Learning Assessment and Recognition (PLAR) publications and resources. These publications and resources are grouped under nine categories: (1) PLAR Policy (Canada, Europe, Africa, Australia, United States of America, New Zealand, Asia and the Pacific, Comparative Studies); (2) Implementation of PLAR in Formal Education (General; Postsecondary Education; Secondary Schools; Distance Learning; Second Language, Basic Education, and Literacy Programs; Methods of Assessment; Survey of PLAR Users; Assessor and Facilitator Training; Financing, Promotion, and Marketing); (3) PLAR and Work; (4) PLAR and the Military; (5) PLAR and Questions of Diversity; (6) Theories and Analysis of PLAR; (7) PLAR Literature for Learners; (8) PLAR Bibliographies; and (9) Publications en Francais. The total number of entries is 791; this number includes those instances when the same publication or resource appears under more than one category. Some entries are in French. Each entry consists of some or all of the following components: author(s) or organization; publication date; title; either place of publication and publisher or periodical title and pagination; and an annotation. The annotation includes some or all of the following: number of pages; document type; target audience; brief description of content; descriptors; and International Standard Serial Number. (YLB)

ED 430 117   CE 078 623

Moore, Richard W.
Dikmas KBU Program Summary Evaluation: An Evaluation of Non-formal Education and the Development of Microenterprises in Indonesia.
SPONS. AGENCY- Ministry of Education and Culture (Indonesia).
PUB DATE- 99
NOTE- 106p.; "Submitted to the Directorate General of Out-of-School Education, Youth and Sports."
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; Adult Education; Adult Literacy; *Economic Development; *Education Work Relationship; Educational Strategies; Foreign Countries; Interviews; Literacy Education; *Nonformal Education; Outcomes of Education; Participation; *Program Effectiveness; Program Evaluation;

locally, statewide, or nationally. Section 2 sets forth the selection criteria for youth consultants. A job application form that can be used in the process of youth consultant selection follows in Section 3. Section 4 describes the aspects that should be included in the formal training of the consultant: service learning knowledge, service learning experience, teamwork experience, and communication skills. Section 5 makes clear the professional and personal responsibilities of the youth consultant in dealing with school requirements, team cooperation, reflection on one's strengths and weaknesses, keeping up with service, and time management. Section 6 offers recommendations for formal and informal presentations: preparation, how to keep the audience involved and interested, adjusting the presentation to keep the audience's attention, indicators that one is losing his or her audience, and examples of informal settings. Section 7 describes benefits derived from being a youth consultant. (YLB)

ED 430 134   CE 078 661

Brandes, Beverly; Green, Rebecca
Off Their Rockers into Service. Connecting the Generations through Service Learning. Linking Learning with Life.
SPONS. AGENCY- Corporation for National Service, Washington, DC.; South Carolina State Dept. of Education, Columbia.
PUB DATE- 99
NOTE- 39p.; For related documents, see CE 078 654-667. Illustrations may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Learning; *Citizenship Education; Classroom Techniques; Educational Practices; *Intergenerational Programs; Legal Responsibility; *Older Adults; Orientation; Program Development; Recruitment; School Community Relationship; Secondary Education; *Service Learning; Training Methods; Volunteer Training; *Volunteers

This booklet, which is intended for educators interested in establishing service learning programs, examines the benefits, development, and operation of intergenerational service learning programs. Discussed are the benefits of intergenerational programs in view of recent changes in family life and society as a whole. Three types of intergenerational programs are described: young people serving older adults; older adults serving young people (as mentors, caregivers, and volunteers); and older adults and youths working together. Fifteen best practice characteristics of intergenerational programs are listed. The following aspects of implementing intergenerational service learning programs are examined: recruitment of senior adult volunteers (recruitment strategies, places to find adult volunteers, concerns of senior adult volunteers); liability issues (risk management procedures, the importance of screening volunteers, other liability reduction strategies); orientation and training (strategies for training senior adults and youths separately and together, attributes of older adult learners, building intergenerational understanding); program implementation (assessing needs for service, engaging community partners, helping the generations reflect together); seven successful intergenerational service learning projects; possibilities for classroom learning (social studies, language arts, mathematics, physical education, technology education); and program evaluation. Concluding the booklet are the addresses of eight organizations with and new understandings of the way students learn. "Awesome Academy" is the dream for the future of U.S. education. (Contains 41 references, 20 tables, and 4 illustrations.) (KC)

ED 430 152 CE 078 710

Health Technologies State Tech Prep Competency Profile.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Adult Education.
PUB DATE- 98
NOTE- 583p.
LANGUAGE- English
EDRS Price- MF03/PC24 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Allied Health Occupations; *Allied Health Occupations Education; Associate Degrees; *Competence; Competency Based Education; Dental Hygienists; Emergency Medical Technicians; Entry Workers; Medical Assistants; Medical Record Technicians; *Medical Services; Medical Technologists; Nurses; *Nursing Education; Ophthalmology; Physical Therapy Aides; Radiographers; Respiratory Therapy; State Programs; State Standards; *Tech Prep; Therapists; Two Year Colleges
IDENTIFIERS- Exercise Technologists; Ohio; Ophthalmic Technicians

This "tech prep" state competency profile contains all the competencies required and recommended for entry-level employees in occupations in the health technologies cluster. Introductory materials include the following: descriptions of the different types of competencies (essential ones that must be included in all new tech prep programs and recommended ones), definitions that broadly describe occupations within the health technologies cluster, explanation of leveling codes used in the profile, summary (listing) of the competencies divided into 71 units, and a matrix that indicates whether a unit is required or recommended for each of 11 occupations. The occupations are as follows: radiographer, respiratory care therapist, physical therapist assistant, registered nurse--associate degree, medical laboratory technician, emergency medical technician, dental hygienist, health information technician, exercise technologist, ophthalmic technician, and medical assistant. The competencies categorized under units follow. Each competency is presented in a one-page format that indicates the unit, whether the competency is essential or recommended, the grade level (by the end of grade 12 or by the end of the associate degree) and the depth (introduce, reinforce or add depth, and proficient), academic code (communications, mathematics, or science related), the competency, and list of competency builders (more specific competencies). (YLB)

ED 430 153 CE 078 713

Baldus, Lorayne
Wisconsin Technical College System Board Equity Staff Development Workshops and Services Phase VIII and Single Parent/Displaced Homemaker Staff Development Workshops. Final Report.
SPONS. AGENCY- Wisconsin Technical Coll. System Board, Madison.
PUB DATE- 99
NOTE- 101p.; For previous Wisconsin Technical College System Board reports, see ED 371 177, ED 382 884, ED 395 213, and ED 409 425.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Career Development; Career Education;

professionals who work with children. Therapeutic play allows children the opportunity to express themselves fully and at their own pace with the assurance that they will be understood and accepted. This document is divided into the following parts: rationale for play therapy; the process of play therapy; toys and materials; setting limits in play therapy; play therapy research and results, professional training; and future trends in play therapy. (Contains 3 references.) (MKA)

ED 430 173 CG 029 254

Cochran, Kathleen Mayo; Kathleen Mayo
Peaceful Solutions: Teacher's Guide. Conflict Resolution and Violence Prevention Strategies. Professional Development, Grades 5-12.
SPONS. AGENCY- Metropolitan Life Foundation.
PUB DATE- 97
NOTE- 29p.; Funding also received from the Louis Calder Foundation and Goya.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Bias; Class Activities; Communication Skills; *Conflict Resolution; Controversial Issues (Course Content); Educational Resources; Intermediate Grades; Mass Media; *Prevention; *Professional Development; Secondary Education; Service Learning; Teachers; Thinking Skills; Videotape Recordings; *Violence; Workshops
IDENTIFIERS- Mediation; Model United Nations

This teacher's guide has been developed for use with the Peaceful Solutions video series. It provides information for educators who want to learn more about how to prevent or reduce youth violence. Through video, print, and on-line components, Peaceful Solutions is intended to increase awareness about educational practices that help promote peace. It provides opportunities for discussion, activities, and next steps for involvement with violence reduction programs. One of the goals of the program is to help students develop attitudes and abilities that will have a lifelong value. Peaceful Solutions consist of four programs. Program 1 and Program 2 show educational approaches with societal or global perspectives. The first features community service learning and the Model United Nations program; the second focuses on bias awareness and media literacy. The strategies in Program 3--communication skill building and academic controversy--and Program 4--changing habits of thought and mediation--are techniques for reducing interpersonal conflicts. These segments are intended to be used in professional development workshops with teachers and may be shown and discussed with students. This guide provides an introduction to each strategy; a video summary of each segment; activities to be used with students; lists of resources; and workshops for teacher sand administrators. (MKA)

ED 430 174 CG 029 255

Kerber, Lisa; Wallisch, Lynn
Texas Survey of Substance Use among University Students, 1997.
SPONS. AGENCY- Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Substance Abuse Prevention.
PUB DATE- 99
NOTE- 72p.
LANGUAGE- English

pregnancy in Latino adolescents. A report of discussions held within the symposium and recommendations from participants are provided. Any effort to alleviate the problem of Latino teen pregnancy will require a sustained, coordinated commitment to a comprehensive, incremental, long-term program. Latino adolescent pregnancy is an issue that demands the leadership, the long-term commitment, and the courage to initiate the recommendations provided in this report. This book offers information on characteristics of the Latino population; factors contributing to Latino adolescent pregnancy; sexual activity, contraceptive use, and sexually transmitted diseases; marriage and childbearing; approaches to adolescent pregnancy prevention; policy issues; and Latino adolescent pregnancy prevention. Appendixes are: "Principles Underlying Program Development," which lists and describes the seven tenants of the program; "Focus Groups," which lists questions and issues to consider and gives a sample background information sheet; "Participants in the Latino Adolescent Pregnancy Symposium," which is a list of names and address; and "Resources," which gives names and addresses of local and national organizations. (MKA)

ED 430 193 CG 029 284

CWLA Standards of Excellence for Services for Adolescent Pregnancy Prevention, Pregnant Adolescents, and Young Parents. Revised Edition.
SPONS. AGENCY- Carnegie Corp. of New York, NY.; Mott (C.S.) Foundation, Flint, MI.; National Florence Crittenton Mission Foundation.
PUB DATE- 98
NOTE- 147p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Accreditation (Institutions); *Adolescents; Certification; *Early Parenthood; Foster Care; Group Homes; Health Services; *Pregnancy; *Prevention; Social Work; *Standards

This revised edition discusses how to use the standards and differentiation of Child Welfare League of America's (CWLA) Standards of Excellence and the Council on Accreditation of Services for Families and Children's Standards for Accreditation. An introduction to the CWLA's standards discusses the following issues relating to teen pregnancy: physiological changes, familial and societal changes, sexual abuse, and poverty. Educational and economic implications of adolescent childbearing, service emphasis and sexuality education issues relating to service delivery, and the role of families and the community in preventing adolescent pregnancy are also examined. Chapter 1 explains the framework for the standards and the subsequent chapters explain specific standards relating to adolescent pregnancy prevention (chapter 2), comprehensive community-based service delivery systems (chapter 3), social work and support services (chapter 4), health care services (chapter 5), and residential services (chapter 6). (Contains 82 references and an index.) (MKA)

ED 430 194 CG 029 286

Sartor, Carolyn E.
The Influence of Parental Monitoring and Support on Adolescent Identity Development.
PUB DATE- 99

Reading Interests; *Selection Tools
IDENTIFIERS- Trade Books

Listing 81 chapter books for children published between 1996-1999, this annotated bibliography gives interest level ratings, reading level ratings, a brief summary, and theme assignments. The 13 theme categories listed in alphabetical order include Adventure-Survival, Autobiography-Biography, Death, Divorce, Good Reading, Handicaps, Historical Fiction, Multi-Cultural, Mysteries, Non-Fiction, Professional, Science Fiction, and Sports. Thirty-three suggestions for teaching young adult literature are attached along with a list of 12 questions to be answered when reviewing a book. (SC)

ED 430 213 CS 013 550

Frontiers in Family Learning. A Showcase of Exemplary Family Literacy Programs.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 96
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Involvement; *Demonstration Programs; Educational Innovation; *Family Literacy; *Intergenerational Programs; Models; Preschool Education; Student Educational Objectives
IDENTIFIERS- Even Start; National Center for Family Literacy; National Diffusion Network

This report showcases four programs nationally recognized as leaders in family literacy--each of these programs has participated in a validation process sponsored by the National Diffusion Network (NDN), an agency of the United States Department of Education that disseminates information and training about exemplary educational programs and practices. All four of the programs receive federal Even Start funding; the recognized programs are: Literacy Volunteers of America--Chippewa Valley, Eau Claire, Wisconsin; Even Start Project, Manhattan/Ogden, Junction City/Fort Riley, Kansas; Webster Groves Even Start, Rock Hill, Missouri; and Family Intergenerational Literacy Model (FILM), Oklahoma City, Oklahoma. The report also notes that these successful programs illustrate the variety of ways public funding, augmented by community collaboration, can provide the essential components of family literacy and meet the specific needs of an undereducated population. The report is divided into the following sections: Introduction to Family Literacy; Two Routes to Program Validation; Program Profiles; The Essential Components of Family Literacy; Community Involvement: Meeting the Needs; Special Features of the Programs; and Resources for Family Literacy. (NKA)

ED 430 214 CS 013 554

Naff, Bea; Fones, Shelley
Literacy Clubs for At-Risk Girls. A Series of Solutions and Strategies, Number 12.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-

Knowledge" (Dennis Young); (16) "Through Cinderella: Four Tools and the Critique of High Culture" (Lawrence Pruyne); (17) "Getting behind Gilman's 'The Yellow Wallpaper'" (Dianne Fallon); (18) "Expanding the Margins in American Literature Using Armistead Maupin's 'More Tales of the City'" (Barbara Kaplan Bass); (19) "Shuffling the Race Cards: Toni Morrison's 'Recitatif'" (E. Shelley Reid); (20) "Readers, Cultures, and 'Revolutionary' Literature: Teaching Toni Cade Bambara's 'The Lesson'" (Jennifer Seibel Trainor); (21) "Learning to Listen to Stories: Sherman Alexie's 'Witnesses, Secret and Not'" (Susan Berry Brill de Ramirez); (22) "'Sometimes, Bad Is Bad': Teaching Theodore Dreiser's 'Typhoon' and the American Literary Canon" (Peter Kratzke); (23) "Teaching Flawed Fiction: 'The Most Dangerous Game'" (Tom Hansen); (24) "Reading Louise Erdrich's 'American Horse'" (Pat Onion); and (25) "Opening the Door to Understanding Joyce Carol Oates's 'Where Are You Going, Where Have You Been?'" (Richard E. Mezo). An afterword "Writing by the Flash of the Firefly" and a bibliographic postscript are attached. (RS)

ED 430 232   CS 216 695

Myers-Breslin, Linda
Administrative Problem-Solving for Writing Programs and Writing Centers: Scenarios in Effective Program Management.
PUB DATE- 99
NOTE- 295p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Administrator Guides; Case Studies; Computer Uses in Education; Higher Education; Peer Teaching; Portfolio Assessment; Professional Development; *Program Administration; Program Implementation; *Staff Development; Tutoring; *Writing Instruction; *Writing Laboratories

Addressing the issues and problems faced by writing program administrators (WPAs) and writing center directors (WCDs), and how they can most effectively resolve the political, pedagogical, and financial questions that arise, this book presents essays from experienced WPAs and WCDs at a wide variety of institutions that offer scenarios and case studies demonstrating the types of issues that these administrators have faced and their solutions. Covering a broad range of topics, the book will help both new and experienced WPAs and WCDs develop and maintain effective, efficient, and successful programs and centers. After a preface (by Douglas D. Hesse) and an introduction, essays in the book are (1) "In Pursuit of Competence: Preparing New Graduate Teaching Assistants for the Classroom" (Richard Bullock); (2) "Selecting and Training Undergraduate and Graduate Staffs in a Writing Lab" (Muriel Harris); (3) "The Problem Graduate Instructor" (Lynn Langer Meeks and Christine A. Hult); (4) "What Happens When Discourse Communities Collide? Portfolio Assessment and Non-Tenure-Track Faculty" (Allene Cooper, Martha Sipe, Teresa Dewey, and Stephanie Hunt); (5) "Introducing a Developmental Writing Program at a Small, Rural Two-Year College" (Paul Bodmer); (6) "Examining Our Assumptions as Gatekeepers: A Two-Year College Perspective" (Howard Tinberg); (7) "Mobilizing Human Resources to (Re)Form a Writing Program" (Louise Wetherbee Phelps); (8) "Writing Across the Curriculum" (Joan A. Mullin); (9) "Budgeting and Politics: Keeping the Writing Center Alive" (Linda S. Houston); (10) "From Virtual to Reality: Thinking

Answers. Contains 14 references. (RS)

ED 430 252 CS 216 728

Freeman, Marcia S.
Building a Writing Community: A Practical Guide. Lessons, Models, Reproducibles. Second Edition.
PUB DATE- 99
NOTE- 243p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Middle Schools; Poetry; Portfolio Assessment; Writing Evaluation; *Writing Instruction; *Writing Processes; *Writing Workshops
IDENTIFIERS- *Process Approach (Writing)

Designed to create and maintain an effective classroom writing workshop, this book explains how to teach young writers style and genre characteristics, composing skills, conventions, and the many aspects of the writing process itself. The second edition includes more information, models, and examples in the expository genre, as well as elaborating on the target-skill concept. It contains 350 classroom-tested "What Works" techniques. After a preface, chapters in the book are (1) Introduction; (2) The Writing Process Classroom; (3) Prewriting; (4) Drafting; (5) Response; (6) Revision; (7) Editing; (8) Publishing; (9) Writing Content; (10) Narrative Writing; (11, Part 1) Expository Writing; (11, Part 2) Persuasive Writing; (12) Poetry; (13) Evaluation, Assessment, and Portfolios; and (14) Meeting Common Challenges. An appendix contains samples of grade-appropriate target skills for middle schools; a set of 33 reproducible material and a scope and sequence fold-out chart. (RS)

ED 430 253 CS 216 729

Freeman, Marcia S.
Listen to This: Developing an Ear for Expository.
PUB DATE- 99
NOTE- 120p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Elementary Secondary Education; *Expository Writing; Lesson Plans; *Reading Aloud to Others; *Writing Improvement; *Writing Instruction; Writing Processes; Writing Skills

Suggesting that students in grades 4-12 can develop their ear for expository writing and improve their skills by having well-written expository pieces read to them regularly, this book contains a broad variety of sample expository read-aloud pieces with accompanying notes that highlight the techniques each writer has used particularly well. After a preface and foreword, it discusses developing an ear for expository writing and then presents an expository writing primer. It next presents 18 samples of expository writing suitable for reading aloud. Contains 60 sources for further read-aloud samples, tips from the pros for young expository writers, two lesson plans, and 10 references (RS)

The Life and Times of a Pair of Standards: Estimation and Mental Calculation. Standards for Excellence in Education.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Carnegie Corp. of New York, NY.
PUB DATE- 98
NOTE- 28p.; In: Standards for Excellence. Multimedia Kit ., see EA 029 788.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Academic Standards; Educational Change; Educational Improvement; Elementary Secondary Education; *Excellence in Education; Knowledge Level; Mathematics; *Mathematics Education; Mathematics Skills
IDENTIFIERS- National Council of Teachers of Mathematics

This essay traces the history of two standards--estimation and mental calculation--devised by the National Council of Teachers of Mathematics (NCTM). It is hoped that the history of these standards will illustrate the difficulties encountered by other proposed standards and by the standards movement as a whole. The essay provides an overview of the national standards movement, its rise in the 1980s, and the evolving standards debate. It examines the rationale for the NCTM standards, arising from the recognition that most Americans could not solve simple math problems. It describes the need for proficiency in mental calculation and the command of math facts and basic operations in making such calculations. The document explains that many states quickly followed NCTM's lead in establishing standards, but notes that there were remarkable differences of interpretation among them. It details how California educators tried to implement the NCTM standards only to have their students perform abysmally on a national mathematics test, and how Maryland educators successfully pushed students to learn mathematical reasoning and the ability to solve novel problems. The essay recounts the politics surrounding the NCTM standards, parents' reactions to the changes, ways to measure skills in estimation and mental calculation, and other information. (RJM)

ED 430 275 EA 029 791

Greene, Lauren
A Parent's Guide to Understanding Academic Standards. Standards for Excellence in Education.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Carnegie Corp. of New York, NY.
PUB DATE- 98
NOTE- 19p.; In: Standards for Excellence. Multimedia Kit ., see EA 029 788.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Educational Change; Educational Improvement; Elementary Secondary Education; *Excellence in Education; *Parent Materials; Parent Participation; *Parent School Relationship

This guide is intended to help parents understand standards and the reasoning behind the standards movement. The booklet is

DESCRIPTORS- Comparative Analysis; Elementary Secondary Education; *Intergroup Relations; Parent Participation; *Parent School Relationship; Parochial Schools; Public Schools; Social Integration; *Social Networks; Social Support Groups
IDENTIFIERS- *Social Capital

This paper explores how social capital is generated in schools. Social capital is defined as the resources available to actors that result from their interaction in a social network. The school sites selected for the study were relatively close in proximity to help control for social capital that is produced within communitywide structures, independent of the schools. Three schools (one Catholic; one non-Catholic, religious school; and one public school) were selected for the study. Multiple sources of data were utilized, including school documents, interviews with key informants, faculty interviews, focus groups, parent surveys, aggregate student-achievement scores, and observer notes. Results indicate that many of the types of activities that brought parents together at the three schools were similar in nature. However, the social capital that formed as a result of the social networks associated with the large and small schools was different. The two smaller schools, by utilizing other additional activities that allowed them to take advantage of the community and social networks already established by their affiliated church, exhibited a denser social network than was found in the large school. In the large school, social capital was found in clusters of social networks with little overlap. (RJM)

ED 430 294 EA 029 817

Sielke, Catherine C.
Finance Reform: More Money, More (Spending) Saving.
PUB DATE- 99
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Budgeting; *Budgets; Educational Economics; *Educational Finance; Elementary Secondary Education; Expenditures; Financial Policy; *Money Management; *Public Schools; *School District Spending
IDENTIFIERS- *Michigan

This paper examines the growth of general-fund balances in Michigan's public schools. It discusses the extent of the unspent dollars, describes the characteristics of school districts that choose not to spend, and details what is sacrificed in districts that choose not to spend their entire budget. Financial data for the research were collected from the Michigan Department of Education for 1995-96. Descriptive statistics were calculated to determine state-level means, medians, ranges, and standard deviations for various categories of data. Results show that in terms of expenditures the biggest differences in districts' expenditure per pupil are due to the funding group and to differences in choices between functions. Although the evidence suggests that there are few differences in the way districts spend their money, some have large balances left over. Reasons for this behavior could be due to the fact that since districts cannot control the level of revenue through local decision-making at the polls, they control their budgets by deciding not to spend. Another explanation for large fund balances may be due to the fact that share a vision for the future of Catholic schools. The volume opens with an essay that explains how a school must establish its values before it can determine it vision for the future. The booklet addresses how everyone is invited to participate in a Catholic education, and it offers several poetical versions of the Catholic school of the future. It asserts that Catholic school teachers must be paid a fair, just wage and that the strength of Catholic education is its partnerships with the church and with the community. It explores what Catholic schools will look like in the year 2020 and encourages principals to respond to various challenges in the same way that Jesus would have responded. The essays discuss chronological age versus readiness age, how Catholic schools can provide help to all students, various ideas of what Catholic schools will look like in the future, the family's future in Catholic schools, the challenge of stewardship, and restructuring Catholic schools for the 21st century. The book is intended to promote reflection and to stimulate dialogue. (RJM)

ED 430 314 EA 029 841

Haney, Regina, Ed.; O'Keefe, Joseph, Ed.
Conversations in Excellence: Providing for the Diverse Needs of Youth and Their Families.
PUB DATE- 98
NOTE- 154p.; For related document, see ED 410 670.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Catholic Educators; *Catholic Schools; Cooperative Programs; Educational Improvement; Elementary Secondary Education; Excellence in Education; School Community Relationship; *Student Needs

This is the second volume of a planned three-volume set that presents Selected Programs for Improving Catholic Education (SPICE). SPICE was created to help Catholic-school leaders replicate partnerships that meet the needs of youth and their families. The book opens with an overview of the social conditions that currently affect young people and form the context in which Catholic schools exists. The next chapter describes 11 award-winning SPICE programs. Six programs are school-based initiatives that meet the diverse learning needs of students; three programs meet the psychosocial needs of students and their families; and two programs provide for the diverse needs of inner-city youth and their families. The next two chapters offer insights into pedagogical approaches that meet the varied learning needs of students. Chapters 5 and 6 explore evolving models of collaboration on a broad national scale, focusing on collaborative efforts among school, family, and community and standards of practice of community-based educational collaborations. Chapter 7 looks at ways to optimize linkages with other ministries, whereas the remaining chapters treat special issues such as health-care needs, teaching from an English or British perspective, providing for the diverse needs of children, and leadership for solidarity. Many chapters contain references. (RJM)

ED 430 315 EA 029 842

Kealey, Robert J., Ed.

Educational Environment; Elementary Secondary Education; *Emotional Development; Emotional Response; High Risk Students; *Learning Disabilities; *Self Concept; *Student Needs; Underachievement

This book discusses the poor self-image of children with learning disabilities, reviews the history of identifying and serving children with learning disabilities, and addresses the need to serve children who are failing in school but do not qualify as having a learning disability. The book emphasizes the role and responsibility of the school for educating these "borderline" children. Chapters include: (1) "Children with Mysteriously Caused Poor Self Image: Learning Disabilities and Self Image"; (2) "How Learning Disabilities Impact on the Developing Self Image"; (3) "The Emotional Cost of a Learning Disability"; (4) "Purposeful Failure, A Reaction to Frequent, Unpredictable Failure"; (5) "Recognizing the Risk Avoidant Child"; (6) "Prosody: Being Able To Read the Tone of Voice and Body Language of Others--The Relation of Prosody to Self Image"; (7) "Management of Risk Avoidant Behavior at Home and in the Classroom"; (8) "Predicting the Depth of Self Image Problems"; and (9) "The Historical View of Learning Disabilities: Confusion over Definitions". A glossary of relevant terms is included. (CR)

ED 430 335 EC 307 183

Cline, Starr; Schwartz, Diane
Diverse Populations of Gifted Children: Meeting Their Needs in the Regular Classroom and beyond.
PUB DATE- 99
NOTE- 207p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Ability Identification; *Disabilities; *Diversity (Student); Elementary Secondary Education; Emotional Development; *Gifted; Gifted Disabled; Inclusive Schools; Learning Disabilities; Mainstreaming; Multiple Intelligences; Physical Disabilities; Preschool Education; Regular and Special Education Relationship; Social Development; Student Characteristics; Student Needs; *Talent Development; Underachievement; Visual Impairments

This book is designed to help classroom teachers identify and plan for gifted children from special populations. It examines ways in which teachers can help these students reach their potential. The first section of the book, "Background for Changing the Present Educational Paradigm," includes chapters that discuss reasons for the failure to integrate gifted education into the fabric of the school and the relationships between multiple intelligences philosophy and the curriculum. Section 2, "Twice Exceptional: Gifted Children with Disabilities," discusses the need to include gifted children with physical disabilities in the regular classroom, how to identify and support gifted children with sensory disabilities, challenges involved in educating children with learning disabilities, and gifted students who have attention deficit disorders. Section 3, "Special Populations of Gifted Children," includes discussions of gifted children from diverse backgrounds, exceptionally gifted children, young gifted children, and gifted females. Section 4, "Issues and Concerns: Addressing the Needs of Students with Exceptional Abilities in the Twenty-First Century," presents different views regarding

Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adults; *Attitudes toward Disabilities; Children; Communication Disorders; *Consciousness Raising; *Disability Discrimination; Interpersonal Communication; Interpersonal Competence; Learning Activities; Learning Disabilities; Physical Disabilities; *Social Attitudes; *Social Bias

Featuring awareness activities that show how differences are perceived, this book explores how reactions to and beliefs about disabilities influence progress toward an inclusive society. Chapters address: (1) how and why we react to differences; (2) the limitations and challenges of disabilities and perspectives on disability; (3) understanding reactions to disability differences; (4) an approach for better handling situations in which the other person has a specific disability difference; (5) people who look different; (6) people who move differently; (7) people who communicate differently; (8) people who behave differently; (9) people who learn differently; (10) people with nonvisible disabilities; (11) understanding and guiding children's reactions to differences; and (12) expanding individual personal comfort zones and learning from other people's disability experiences. Each chapter contains awareness activities and a list of readings and resources to expand learning. Chapters on specific differences discuss myths, assumptions, and beliefs, reasons for the differences, interventions and supports, and tips for interacting with people with the differences. (Contains approximately 175 references.) (CR)

ED 430 355 EC 307 206

Joffee, Elga
A Practical Guide to the ADA and Visual Impairment.
PUB DATE- 99
NOTE- 159p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accessibility (for Disabled); Adults; Assistive Devices (for Disabled); *Building Design; Check Lists; Children; Civil Rights Legislation; Communication Aids (for Disabled); *Compliance (Legal); Design Requirements; Facility Requirements; *Federal Legislation; *Legal Responsibility; Self Evaluation (Groups); *Visual Impairments; Visually Impaired Mobility
IDENTIFIERS- *Americans with Disabilities Act 1990

Designed to be used as a companion to the Americans with Disabilities Act (ADA), this guide provides information on how the law applies to individuals with visual impairments. Section 1, "The ADA and Visual Impairment," gives an overview of the Americans with Disabilities Act and discusses visual impairment and accessibility. Examples of unlawful practices under the ADA are provided, along with guidelines for providing auxiliary aids and services. Section 2, "A Customer Service Guide to Accommodating People Who Are Blind or Visually Impaired," contains checklists and tips to guide in the evaluation of public facilities and services that must accommodate the access needs of people with visual impairments. Checklists are provided for communicating with people with visual impairments, for providing orientation and mobility, for giving directions,

Decision Making; Educational Facilities; Elementary Secondary Education; Purchasing; School Size
IDENTIFIERS- Cost Management
A CD ROM program provides comparison construction cost capabilities for heating, ventilation, and air conditioning (HVAC) systems in educational facilities. The program combines multiple types of systems with square footage data on low and high construction cost and school size to automatically calculate HVAC comparative construction costs. (GR)

ED 430 374 EF 005 317

Equipment Efficiency for Healthy School Meals. Videotape .
PUB DATE- 97
NOTE- 0p.; Includes written materials and notebook.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- Dining Facilities; Educational Facilities; Elementary Secondary Education; *Equipment Evaluation; *Equipment Maintenance; *Food Service; *Purchasing; Videotape Recordings
IDENTIFIERS- *Food Preparation
A satellite seminar on large-scale food production equipment discusses ways child nutrition personnel can maximize use of existing equipment, considers research related to use of existing equipment, explains plan reviews for equipment selection and purchase, and explores new equipment options. Examples illustrate use of planning or modernizing food preparation workstations that increase efficiency and enhance quality control, sanitation, and safety. Features desired in new equipment are discussed, such as being easy to clean, safe to use, modular, and versatile. A menu sample is used to illustrate which equipment is best to use in its preparation followed by a discussion on how to get employees to use the best equipment for the job. Use maximization is detailed with the following equipment: the tilting skillet; attachments for mixers; and the convection steamer. The equipment preventive maintenance program and ideas for enhancing the serving line and dining area are also discussed. Areas to consider when planning to replace equipment are examined, along with examples of equipment benefit information on specific types of equipment to aid in purchasing decision making. Use of microwave ovens and computers in food service conclude the videotape. (GR)

ED 430 375 EF 005 348

Facilities Task Force.
PUB DATE- 99
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Facilities Improvement; Elementary Secondary Education; Enrollment; Public Schools; *School Construction; State Aid; *Urban Schools
IDENTIFIERS- *Los Angeles City Schools CA; Task Force Approach
The Los Angeles Public School District is experiencing considerable overcrowding and deterioration of its public schools without adequate funding or planning to build new ones. This document presents the recommendations of a task force that assessed the district's public school crisis in the following areas: school maintenance; new facilities construction; better

Bochum (Germany), funded by the European Union within the International E-Mail Tandem Network as part of a two-year project. Tandem language learning is a form of open learning in which two individuals with different native languages work together to learn each other's language, in this case, English and German; success depends on adherence to the principles of reciprocity and learner autonomy. The report describes the network and the principles of tandem language learning by e-mail, the organization of this part of the study, including pedagogical design and considerations, the process of affective and linguistic data collection, and data analysis. The linguistic data analysis focused on bilingual skills, language register, discourse fillers, punctuation, explicit coordination between partners, error correction and generalizations made, thematic content, control and critical detachment, use of metalanguage, and accuracy of corrections. Implications for future work in this area are discussed briefly. Contains 10 references. (MSE)

ED 430 398 FL 025 833

Ingram, D. E.; O'Neill, Shirley
Cross-Cultural Attitudes as a Goal of Language Teaching in the Global Context.
PUB DATE- 99
NOTE- 48p.; Paper presented at the RELC Regional Seminar on Language in the Global Context: Implications for the Language Classroom (Singapore, April 18-22, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; *Cross Cultural Training; *Cultural Awareness; Educational Objectives; Foreign Countries; Global Approach; Intercultural Communication; *International Education; *Second Language Instruction; *Second Languages; Secondary Education; Tables (Data); Teaching Methods
IDENTIFIERS- Australia (Queensland)

A central goal of language education in the global context is the fostering of favorable intercultural attitudes. Most language policies and syllabuses espouse improved cross-cultural understanding and more favorable cross-cultural attitudes as central goals. The report details a study conducted in Queensland (Australia) schools concerning the effect of language learning on cross-cultural attitudes and identifying variables in the language teaching/learning process that influence cross-cultural attitudes. Data were drawn from a survey of 598 grade 10 students concerning cross-cultural attitudes and a survey of 24 teachers concerning their values in language teaching. Results indicate a generally positive student attitude toward languages but do not show a correlation between language learning and language attitudes, only suggesting that student background variables may influence attitudes. The teaching methods and class activities favored by students were those felt to be conducive to favorable cross-cultural attitudes, but were low among teacher priorities. Extensive data tables are included. Contains 68 references. (Author/MSE)

ED 430 399 FL 025 834

Hough, David A.
Teaching Culture -- In Search of a New Model.
PUB DATE- 98

included in the guide. (DB)

ED 430 419 HE 031 397

Ezeamii, Hyacinth C.
Regional Accreditation for Access and Success of Minorities in American Colleges and Universities.
PUB DATE- 97
NOTE- 21p.; Paper presented at the Association for Institutional Research Performance Indicators Annual Forum (Orlando, FL, May 18-21, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accreditation (Institutions); *Administrator Attitudes; *Administrator Characteristics; *College Administration; College Faculty; Cultural Pluralism; Educational Quality; Higher Education; *Institutional Environment; Minority Groups; Quality Control

This study examined whether or not there were any significant difference among educational leaders in their views on whether regional accreditation should be used to enhance achievement interests of minorities in American colleges and universities, and what variables might account for any reported differences. The results of the study, which used a mailed survey and achieved a 46 percent response rate (n=160), included the following: (1) race was found to have a major effect on the views of educators in five of the 13 areas of the questionnaire; (2) people of color are more likely to support using regional accreditation to achieve cultural diversity in the curriculum, accommodate minority interests in research and publications, hire and maintain fair representation of minority persons in the faculty and in key administration positions, and accommodate higher education interests of minorities generally; (3) except on issues of fair representation of minorities in the faculty and administration, over 50 percent of whites support using regional accreditation to enhance minority access and success in higher education; and (4) 64.9 percent and 89.7 percent of whites and non-whites, respectively, support using regional accreditation to achieve curricular diversity, 50.8 percent of whites and 86.2 percent of non-whites support using accreditation to accommodate interests of minority persons in research and publications. (Contains 123 references.) (MAB)

ED 430 420 HE 031 870

Baez, Benjamin
Negotiating and Resisting Racism: How Faculty of Color Construct Promotion and Tenure.
PUB DATE- 98
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Asian Americans; Blacks; College Faculty; Cultural Differences; *Educational Environment; *Equal Opportunities (Jobs); Ethnic Discrimination; Faculty Promotion; Higher Education; Hispanic Americans; Institutional Environment; *Minority Group Teachers; Nontenured Faculty; Organizational Climate; *Racial Attitudes; *Racial Bias; Racial Identification; *Tenure; Tenured Faculty
IDENTIFIERS- African Americans; Latinos; *Symbolic Interactionism

This study uses symbolic interactionism as a framework for differences were also found between influences on the college decisions of ninth-grade students and those of twelfth-grade students. An appendix provides an overview of relevant theories and previous research. (Contains 106 references.) (DB)

ED 430 440 HE 032 030

Diversity Blueprint: A Planning Manual for Colleges and Universities.
SPONS. AGENCY- Ford Foundation, New York, NY.
PUB DATE- 98
NOTE- 168p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Planning; Cooperative Programs; Cultural Pluralism; *Diversity (Student); Higher Education; Long Range Planning; Program Development; World Wide Web
IDENTIFIERS- *University of Maryland College Park

This guide uses the planning process at the University of Maryland, College Park, as an example of comprehensive campus-wide planning for institutional and programmatic diversity goals. Five planning principles are identified: (1) accountability, (2) inclusiveness, (3) shared responsibility, (4) evaluation, and (5) institutionalization. Chapters are organized thematically, highlighting diversity programs and institutional priorities that have been created at the University of Maryland based on the five planning principles as applied to the following five institutional planning priorities: (1) leadership and systemic change; (2) recruitment, retention, and affirmative action; (3) curriculum transformation; (4) campus-community connections; and (5) faculty, staff, and student involvement. The structure of the manual mirrors that of DiversityWeb, a Web site that offers good practices and a planning format for institutions working together on diversity efforts. Inserts and sidebars throughout the guide provide practical tips and leadership statements of individuals at various institutions. Appended are brief descriptions of programs at other institutions and a list of the web sites referred to in the manual. (DB)

ED 430 441 HE 032 031

Ehrhart, Julie Kuhn; Lepof, Amanda
Financial Aid: A Resource for Women, 6th Edition.
PUB DATE- 98
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Education; Adult Students; Degrees (Academic); Federal Aid; *Females; Financial Support; Grants; Higher Education; Nontraditional Students; Paying for College; Prior Learning; Reentry Students; Scholarships; *Student Financial Aid; Student Loan Programs

This guide to student financial aid for women explains different types of federal grant and loan programs, describes specific independent scholarships, and directs students on how to apply

States were employed by an academic institution or government agency. The results indicate that the number of Ph.D. degrees in agricultural economics has not shown any dramatic growth or decline over the last couple of decades. (Contains 12 references.) (MDM)

ED 430 461 HE 032 052

Inoue, Yukiko
College Teaching: Syllabus Writing for the Japanese Language Course.
PUB DATE- 98
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Environment; Cognitive Style; *College Instruction; College Students; Course Content; *Course Descriptions; Course Objectives; Higher Education; Instructional Materials; *Japanese; Learning Theories; *Second Language Instruction; Second Language Learning; Student Evaluation
IDENTIFIERS- *Blooms Taxonomy

This paper discusses the development of a syllabus for elementary-level college courses in the Japanese language, with a focus on course purpose, objectives, learning materials and resources, setting, learning activities, testing, and other considerations. It examines the characteristics of students who take elementary Japanese courses and reviews theories of learning relevant to this group. Course objectives are reviewed in light of Bloom's taxonomy and expected outcomes of the course, along with the use of textbooks, workbooks, and audiovisual materials; the physical setting of the classroom; and the learning environment. The paper also discusses effective teaching techniques related to lecturing, questioning, small group activities, homework assignments, and testing and evaluation. It looks at various learning activities that can be incorporated into the course, focusing on active learning, different developmental levels, differential styles of learning, and coaching students. The paper then examines various approaches to testing, along with the issue of student perceptions of Japanese as a difficult language to learn. An appendix provides a syllabus checklist. (MDM)

ED 430 462 HE 032 053

Zoreda, Margaret Lee
Hermeneutics, Education, and Leadership in Contemporary Society.
PUB DATE- 99
NOTE- 18p.; Paper presented at the Annual Meeting of the Popular Culture Association (29th, San Diego, CA, March 31-April 3, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Decision Making; Educational Attitudes; *Educational Philosophy; *Hermeneutics; Higher Education; *Leadership; *Leadership Qualities; *Social Attitudes; Specialization
IDENTIFIERS- *Dewey (John)

This paper argues that a hermeneutic perspective--the art of interpreting and understanding across differences--should be

DESCRIPTORS- Computer Software; Delivery Systems; *Distance Education; Educational Research; Educational Technology; Faculty Workload; Higher Education; Instructional Effectiveness; *Internet; Masters Programs
IDENTIFIERS- CU SeeMe Software; *Illinois State University; Synchronous Learning

This paper reports on a Masters level course in educational research given by Illinois State University that used instructional Internet technologies. Students were located in a public school district three and one-half hours from campus. The course utilized several in-person sessions (both on- and off-campus), e-mail, and a dedicated Web site. The majority of classes, though, were held synchronously over the Internet using CU-SeeMe client and server software. Students reported generally enjoying the class, although the multiplicity of continuing technical issues and steep computer learning curve were problems for some. Evaluation indicated that all the students passed the course, with assignment grades and test scores no different from those earned by similar on-campus students in prior semesters. However, course delivery required an enormous amount of time and technical expertise on the part of the instructor and the school district technical staff. Instructors contemplating this mode of content delivery are urged to be aware of both benefits and costs, especially in terms of time for instructor and student training, multiple modality and error-alternative preparation, and practice. (DB)

ED 430 482 HE 032 073

Naman, Trudy J.; McCall, Chester H.
Pastoring the Church into the Twenty-First Century.
PUB DATE- 99
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association, (Montreal, Ontario, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Clergy; Graduate Surveys; Higher Education; Needs Assessment; *Outcomes of Education; *Professional Education; Questionnaires; Surveys; *Theological Education
IDENTIFIERS- California

This study attempted to examined how well seminary training prepares ministers for their role. A questionnaire-survey was developed and completed by 400 senior pastors of mainline denominational churches in California. Close-ended items were analyzed statistically and responses to open-ended questions were evaluated and categorized. Findings indicated: (1) 15 skills identified by the study were all judged to be essential for the senior pastor's role in the church; (2) seminary education was not seen to adequately prepare pastors with these essential skills; (3) there was a gap between the perceived needs of the pastor and perceptions regarding seminary training in seven of the skills (including staff building, financial planning, and time management); and (4) perceived needs and seminary training appeared to match in four of the skills: counseling, communication, social trends, and interpersonal skills. The paper provides detailed analyses of responses to each question. Ten recommendations drawn from responses to the open-ended questions are listed, as are suggestions for further research. The survey instrument is appended. (DB)

This document derives from a workshop that brought together members of the Council on Research Policy and Graduate Education to discuss models of administrative and support structures to provide a range of services that promoted the goals of faculty, students, and other university employees in research and entrepreneurial activities. Following the meeting agenda, the report presents the text of four addresses and summaries of workshop sessions. Presentations included the opening statement: "Summary, 'History of the Land-Grant and State Institutions'" (Manuel Pacheco, president University of Missouri System); the keynote address, "University Research in the Changing Environment" (Michael M. Crow, Columbia University); "Perspective on University/Industry Relations (Duke Leahey, Monsanto Company); and "Partnerships and the National Innovation System" (John Yochelson, president, Council on Competitiveness). The workshop sessions included: "Expectations from the Business Ventures of the Universities and Colleges"; "Model Institutional Structures for the Support and Management of Faculty Entrepreneurs"; "Model Structures/Faculty Support Programs"; "Model Structures, Corporate University Partnerships"; and "Do the Models (those presented as well as those developed at other institutions) Meet the Expectations?" Also included are lists of working group members and workshop participants. (CH)

ED 430 502 HE 032 093

Enrollment Trends at Public Four-Year Colleges and Universities, Fall 1990 to Fall 1996.
PUB DATE- 98
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- American Indians; Asian Americans; Blacks; *Educational Trends; Enrollment Influences; Enrollment Projections; Enrollment Rate; *Enrollment Trends; Higher Education; Hispanic Americans; Land Grant Universities; *Minority Groups; *Public Colleges; School Demography; *State Universities; Tables (Data); Trend Analysis; Tribally Controlled Education
IDENTIFIERS- African Americans

This document provides enrollment trend information for public four-year colleges and universities for the period fall 1990 through fall 1996. Several trends are highlighted: (1) during the 1990s, American Indian, Asian, and Hispanic enrollment increased by more than 30 percent and African American enrollment by 17 percent; white non-Hispanic enrollment fell 8 percent; (2) female enrollment increased by 43 percent for Asians, 36 percent for Hispanics, and 20 percent for African Americans; white female enrollment fell 6 percent; (3) enrollment of students age 50 and over rose nearly 12 percent, while that of traditional-aged students declined about 1 percent; (4) undergraduate part-time enrollment fell nearly 8 percent, but increased for graduate and first professional students by 7 and 4 percent, respectively; (5) enrollment growth was limited to institutions in the Southeast, Southwest, and Rocky Mountain regions; in New England enrollment fell by 8 percent. Report sections provide detailed data for enrollment by: race/ethnicity, race/ethnicity and sex, age, academic grade level and attendance status, and geographic region. Appended tables list total enrollment at American Association of State Colleges and Universities and National Association of State

(055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citations (References); *Evaluation Criteria; Evaluation Methods; Higher Education; *Information Literacy; Information Retrieval; Information Skills; Library Instruction; Library Role; *Research Skills; *Student Research; User Needs (Information); *World Wide Web
IDENTIFIERS- *Information Value; Search Engines; Web Pages; Web Sites

This paper addresses the need for educators and librarians to guide students in using the World Wide Web appropriately by teaching them to evaluate Internet resources using criteria designed to identify the authoritative sources. The pros and cons of information commonly found on the Web are discussed, as well as academic Internet subject or resource guides, search engines, and if and how Web sites are evaluated by search engines. A five-criteria evaluation tool for traditional print resources is applied to Web resources; these criteria are accuracy, authority, objectivity, currency, and coverage. Additional suggested criteria include content, organization, accessibility, and search capabilities. Citation of Web sources is covered, including MLA- and APA-style citations. Relevant Web sites are noted throughout. (DLS)

ED 430 520 IR 019 490

Armstrong, Rhonda; Flanagan, Lynn
Practical Tips and Strategies for Finding Information on the Internet.
PUB DATE- 97
NOTE- 15p.; In: Mid-South Instructional Technology Conference Proceedings (2nd, Murfreesboro, TN, April 6-8, 1997); see IR 019 485.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; Directories; Indexes; Indexing; *Navigation (Information Systems); *Online Searching; *Search Strategies; *World Wide Web
IDENTIFIERS- Query Formulations; *Search Engines; Web Sites

This paper presents the most important concepts and techniques to use in successfully searching the major World Wide Web search engines and directories, explains the basics of how search engines work, and describes what is included in their indexes. Following an introduction that gives an overview of Web directories and search engines, the first section explains features of search engines, including treatment of single words, truncation or wildcards, case sensitivity, and treatment of multi-word queries and phrases. Major search engines and directories are discussed in the second section, including AltaVista, HotBot, WebCrawler, Excite, Magellan, Ultraseek and Ultrasmart by Infoseek, Lycos, Yahoo!, and Cyberhound. The next section covers mega search or parallel search sites, including: ALL-IN-ONE Search Page, CUSI, search.com, MetaCrawler, SavvySearch, and Infomarket Search. The fourth section describes specialized search engines such as a directory of sources for finding e-mail discussion groups, A Business Compass (ABC), 555-1212.com, and Argos. A table contains specific search capabilities, display features, and other

ED 430 539   IR 019 568

Boyd, Sally
Computers in Classrooms.
PUB DATE- 98
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Computer Mediated Communication; Computer Software; *Computer Uses in Education; Cooperative Learning; Educational Administration; Educational Policy; *Educational Technology; Elementary Education; Faculty Development; Foreign Countries; Information Policy; *Information Technology; Policy Formation; Use Studies; World Wide Web
IDENTIFIERS- New Zealand; *Technology Integration; Technology Plans; *Technology Utilization; Web Sites

This booklet outlines the information gained from five case studies in New Zealand primary schools on how the use of computers was integrated into the school environment and the curriculum. Principals, teachers, and information technology (IT) coordinators were interviewed about students' use of computers. Information on the equipment available and IT policies and plans at each school was collected, and students were observed as they used computer equipment. The following areas are discussed: (1) history of and visions for computer use; (2) the main aims of computer use; (3) management and costs; (4) plans and policies; (5) approaches to locating computer equipment; (6) the importance of technical support; (7) importance of staff development; (8) integration of computer use into the curriculum; (9) approaches to maximizing the use of computer equipment, including how/when students use computers, peer tutoring/group work, and guidelines; (10) use of software; (11) examples of how software is used (spreadsheets, presentation software, database software, drawing software, e-mail, World Wide Web, CD-ROMs, digital cameras/video images, school Web sites, other activities, and teacher use of computers); (12) benefits and advantages of computer use for students; and (13) issues concerning computer use; and (14) essential factors which supported computer use. References for teachers are appended. (AEF)

ED 430 540   IR 019 569

Collins, Tricia
Technology for Educational Achievement in Wisconsin Board. Informational Paper No. 34.
PUB DATE- 99
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Uses in Education; Cooperative Programs; Costs; Educational Finance; *Educational Technology; Elementary Secondary Education; Grants; Higher Education; *Information Technology; Public Libraries; *State Aid; State Government; *State Programs; *Telecommunications; Training
IDENTIFIERS- *Access to Technology; Technology Utilization; *Wisconsin

In an effort to address concerns in the educational community related to the use and costs of information and communications technology, the Technology for Educational Achievement in

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Business Communication; *Business Education; Business Education Teachers; *Cognitive Style; Confidential Records; Corporate Support; Distance Education; Education Work Relationship; *Educational Technology; Futures (of Society); Higher Education; Integrated Curriculum; Leadership Training; Partnerships in Education; Preservice Teacher Education; Privacy; School Business Relationship; Secondary Education; Teacher Role; Teaching Methods; *Work Ethic; *Work Experience Programs

This yearbook examines six themes representative of the challenges to future business educators. "The Future We Create" (Arthur McEntee) discusses them: a thinking curriculum, opportunities for real-world learning, matching teaching and learning styles, teachers as knowledge facilitators, technology as a learning tool, and global thinking for a global society. "Teaching and Learning Styles" (Wanda L. Stitt-Gohdes) describes them. "Promoting the Work Ethic among Generation X and N-Gen Students" (Carol A. Johnson, Claudia L. Orr) discusses how experience with the world of work offers students an early opportunity to observe, interpret, and apply the work ethic. "Internationalizing Business Communication Instruction" (James Calvert Scott) looks at business's "messaging" function. "Curriculum Integration" (Jim Mansfield, Lonnie Echternacht) explores the change of the teacher's role from knowledge dispenser to facilitator. "Promise of Technology" (Rodney G. Jurist) addresses implications for business teachers of technology advances. "Building Blocks of Multimedia Authoring" (Carole A. Holden) includes a development model that illustrates the process to follow when producing computer-based training materials. "Business Education Integration" (William R. Johnson, Linda I. Howard) looks at a program that integrates business education and English into an interactive video broadcast media course. "Distance Education" (Jack E. Johnson) defines terms, examines model programs, and explores strategies. "Organizational Leadership in the 21st Century" (Kenneth L. Gorman) suggests activities to foster leadership ability. "Workplace Privacy, Confidentiality, and Surveillance" (Ann M. Remp) shows how business educators can contribute to society by fostering attitudes of hope and optimism. "Fostering a Diverse Workforce for Today's Global Marketplace" (Carol Larson Jones) examines how to educate students for a diverse and global society. "Partnership Building and Ideas for Applied Learning Projects" (Cynthia Redmond, Byrdeen Warwood) offers examples of successful partnerships. "Corporate Relationships with Business Education Programs" (Terry D. Roach) discusses formats partnerships can take. "Educating for Business" (J. William Murphy) discusses how business educators must adjust content and teaching strategies and more closely align themselves with current business practices. "Strategies for Success" (Patricia Arneson) shares guidelines for shaping student experiences that lead to competent, effective, future business teachers. (YLB)

ED 430 083 CE 078 543

Intuitions Confirmed. The Bottom-Line Return on School-to-Work Investment for Students and Employers.
SPONS. AGENCY- National Alliance of Business, Inc., Washington, DC.; National School-to-Work Opportunities Office, Washington, DC.
PUB DATE- 99
NOTE- 20p.

approach, and learning tools. It explores how to sustain high-quality instruction in the nontraditional AE classroom in the context of a one-on-one, self-paced instructional environment. Pretest and posttest answer keys, instructor self-evaluation, and student evaluation are appended. (YLB)

ED 430 100 CE 078 578

From Theory to Practice: Adult Instructional Methodologies. Quality Professional Development Project. Professional Development Manual III.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Workforce Development.
PUB DATE- 98
NOTE- 106p.; For the trainer's guide to the Quality Professional Development Project, see CE 078 582; for the six manuals, see CE 078 576-581.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Acceleration (Education); *Adult Education; Adult Educators; *Adult Learning; Adult Students; Behavioral Objectives; Classroom Techniques; Cognitive Style; *Cooperative Learning; *Faculty Development; Instructional Materials; Learning Disabilities; Learning Processes; Multiple Intelligences; Pretests Posttests; Teaching Methods; Theory Practice Relationship; *Whole Language Approach
IDENTIFIERS- *Paideia

This workbook, one of six professional development manuals for adult education (AE) teachers, explores instructional methodologies to promote student success, the theories behind them, and their applications in the self-paced, open-entry/open-exit AE classroom. The pretest and posttest appear first. Each of the seven units begins with a list of objectives and then provides instructional material. Unit 1 provides a theoretical background on how learning occurs and what characteristics of instruction promote learning. Unit 2 introduces Gardner's multiple intelligences. Unit 3 reviews definitions for learning disabilities classifications, examines characteristics of students with learning disabilities, reviews the evaluation process, and offers practical classroom teaching strategies. Unit 4 discusses accelerated learning techniques and how they can help the adult learner increase the depth, breadth, and speed of learning. It reviews the methodologies and their applications to AE classrooms. Unit 5 looks at benefits of using whole language learning with adult students and discusses use of volunteers to provide extra one-on-one assistance in the classroom. Unit 6 reviews five key components of cooperative learning and gives tips on how to make it work within an AE classroom. Unit 7 reviews Paideia's history and principles as an educational concept developed by Adler and explores possible classroom applications of Paideia techniques. Appendixes include pretest and posttest answer keys, instructor self-evaluation, and student evaluation. (YLB)

ED 430 101 CE 078 579

Basics for Successful ABE Instruction: Working with Adult Learners. Quality Professional Development Project. Professional Development Manual IV.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Workforce Development.

Questionnaires; *School Business Relationship; School Community Relationship; Small Businesses; Womens Education; Young Adults
IDENTIFIERS- Impact Studies; *Indonesia; *Microenterprises

The Small Business Learning Group Program, which is known by its Indonesian initials KBU (Kegiatau Belajor Usala), was undertaken as part of the Indonesian Third Nonformal Education Project. The KBU program was designed to promote local development of microenterprises through nonformal education. The KBU program's impact was assessed in a comprehensive summary evaluation during which data were collected regarding 57 KBU groups in 8 provinces. Data were collected through field visits to the KBU sites and surveys of KBU staff and consultants. As of fiscal year 1997-1998, 1,500 KBU groups had been formed in 18 Indonesian provinces under the tryout system. Of the KBU participants, 75% were women and 67% were between the ages of 12 and 20 years. The program was credited with doing a much better job of reaching poor women than its predecessors did. The most common type of product produced by the microenterprises resulting from the program was snack food sold in local markets, door to door, or in small retail outlets. Of the KBU participants, 58% had dropped out of elementary or secondary school. (Appended are the following: field notes, field interview guides, and consultant survey questionnaire.) (MN)

ED 430 118 CE 078 624

Reischmann, Jost, Ed.; Bron, Michal, Jr., Ed.; Jelenc, Zoran, Ed.
Comparative Adult Education 1998. The Contribution of ISCAE to an Emerging Field of Study.
SPONS. AGENCY- Slovenia Ministry of Science and Technology, Ljubljana.
PUB DATE- 99
NOTE- 377p.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- *Adult Education; Adult Learning; Andragogy; Comparative Analysis; *Comparative Education; Cross Cultural Studies; Educational Cooperation; Educational History; Educational Policy; *Educational Principles; *Educational Research; Educational Theories; Foreign Countries; Higher Education; International Cooperation; *International Educational Exchange; International Organizations; International Studies; Lifelong Learning; National Programs; Partnerships in Education; Postsecondary Education; Professional Associations; *Research Methodology; Research Problems; Standards; Translation
IDENTIFIERS- Learning Society; Study Circles; UNESCO

This document contains 24 papers from the 1995 and 1998 International Society for Comparative Adult Education (ISCAE) conferences. The following papers are included: "International and Comparative Adult Education" (Jost Reischmann); "Development and Fundamental Principles of International and Comparative Adult Education" (Joachim H. Knoll); "Comparative Adult Education: Some Reflections on the Process" (Colin J. Titmus); "Standards for Comparative Adult Education Research" (Alexander N. Charters); "Comparative Thinking and the Structures of Adult Cognition: An Epistemological and Methodological Challenge for Comparative Adult Education" (Marcie Boucouvalas); "The End of Ideology and History Debate: Implications for the Philosophy of Comparative Adult Education" (Dilnawaz A. Siddiqui); "Understanding Andragogy in Europe and information on service learning and intergenerational programs. (MN)

ED 430 135 CE 078 662

Kaye, Cathryn Berger
Parent Involvement in Service Learning. Linking Learning with Life.
SPONS. AGENCY- Corporation for National Service, Washington, DC.; South Carolina State Dept. of Education, Columbia.
PUB DATE- 98
NOTE- 39p.; For related documents, see CE 078 654-667. Illustrations may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Elementary Secondary Education; *Parent Participation; *Parent Role; Parent Student Relationship; *Parent Teacher Cooperation; Partnerships in Education; *Service Learning; Student Participation

This guide focuses on the crucial role parents have regarding children and service. Section 1, developing a strategy for parent involvement, discusses parent support for service learning at school and parents' reinforcement of family participation in community service. Section 2, keeping parents informed, addresses three topics: information to provide to parents about the value of service learning for students; checklist of ideas to use when developing a parent education plan; and methods to integrate service learning into the framework of communication with parents. Section 3, involvement with school service learning, describes these parent roles: become parent liaisons, organize a phone tree, brainstorm with teachers, group work with teachers and students, contact community organizations, chaperone or drive on field trips, collect supplies, document activities, assist in the classroom, assist in service, attend student exhibitions, help with writing grants, attend conferences as school representatives, coordinate family service opportunities, and network with other schools. Section 4, families serving together provides a framework to present ideas on family service to parents and can be formatted as a handout that covers getting started, encouraging children to help regularly, family action, and reflection. Other topics discussed are service learning and literacy, short- and long-term participation, and establishing resources for families. (YLB)

ED 430 136 CE 078 663

Duckenfield, Marty; Brown, Scott
Partners in Prevention. Involving College Students in Dropout Prevention. Linking Learning with Life.
PUB DATE- 97
NOTE- 38p.; For related documents, see CE 078 654-667.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Students; Dropout Characteristics; *Dropout Prevention; Dropout Programs; Elementary Secondary Education;

Career Exploration; Career Planning; *Curriculum Development; *Displaced Homemakers; Early Parenthood; Equal Opportunities (Jobs); Females; Nontraditional Occupations; *One Parent Family; Secondary Education; *Sex Fairness; *Staff Development; State Programs; Statewide Planning; Technical Institutes; Two Year Colleges; Workshops
IDENTIFIERS- *Wisconsin Technical College System

The Wisconsin Technical College System Board (WTCSB) funded the University of Wisconsin-Stout (UW-Stout) equity workshops and services projects for the past 10 years. Statewide equity staff development efforts and training workshops resulted in raised awareness of equity issues among administrators, counselors, and teachers. The WTCSB Evaluation Model for Equity/Diversity and the Learning Projects curriculum were presented to the American Vocational Association in December 1998. Five train-the-trainer workshops in Career Challenge trained over 60 technical college staff as facilitators for the adventure-based career exploration-preparation workshop. Single parent/displaced homemaker staff found the workshop instrumental in assisting clients to gain self worth, take risks, and develop trust in colleagues. Over 400 persons took vocational equity gender expectations and student achievement classes that included awareness raising activities and discussions. The last workshop, Skills for Living--Equity Action Research, had 45 attendees; 29 enrolled for one UW-Stout graduate credit and were to implement the curriculum in their institution. (Extensive appendixes include materials from the Planning Committee for Institutes, Vocational Equity Leadership Cadre, Skills for Living Well class, and Career Challenge workshop as well as the curriculum.) (YLB)

ED 430 154 CE 078 714

Frenkel, Michael W.; Brodsky, Stanley M.
Tech-Prep in New York State: Profiles of Four Diverse Programs.
SPONS. AGENCY- New York State Education Dept., Albany. Regents Advisory Committee on Educational Leadership.
PUB DATE- 99
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Articulation (Education); Case Studies; *College School Cooperation; *Consortia; Curriculum Development; High Schools; Higher Education; Material Development; *Partnerships in Education; Postsecondary Education; Program Evaluation; Regional Planning; Regional Programs; *School Business Relationship; School Community Relationship; Staff Development; *Tech Prep
IDENTIFIERS- *New York

These case studies highlight the diversity of four tech programs that responded with a unique set of organizational policies and procedures to a unique set of challenges. The case study on City Tech Tech-Prep Consortium in Brooklyn focuses on three strategies: transition to City Tech program, postsecondary component, and program evaluation. The second case study is on Greater Capital District Tech-Prep Consortium, which involved 34 school districts, 4 regional Boards of Cooperative Educational Services (BOCES), 6 2-year postsecondary institutions, and over 150 business partners. It describes three organizational features created to serve all participants effectively: organizational structure for management of a very large consortium, development of a mini-grant process for members, and formation of partnerships. The third case study

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Alcohol Abuse; *College Students; Drinking; Driving While Intoxicated; *Drug Use; Educational Policy; Health Services; Higher Education; Intervention; Outcomes of Treatment; Prevention; Risk; *Substance Abuse; Tables (Data); Tobacco
IDENTIFIERS- Gambling; Inhalants; *Texas

This report presents findings of the 1997 survey of substance use and related behaviors among university students in Texas. The objectives of the study were to determine the number and characteristics of students who use and misuse substances; to highlight the relationship between misuse and other risky behaviors; and to estimate the need for prevention, intervention, and treatment services. This information can be used by policy makers, substance abuse prevention and treatment professional, educators, and university personnel to refine existing alcohol and drug policies on college campuses across the state; to develop effective, targeted prevention and intervention programs for college students; and to plan for a variety of health services that students may need. This report also compares the prevalence of substance use and misuse of college students to those of college students nationwide. Appendix A presents six substance use prevalence tables and Appendix B lists gambling questions. (Contains 58 references, 37 tables, and 9 graphs.) (Author/MKA)

ED 430 175 CG 029 258

Tentoni, Stuart C.
Issues in Psychology Licensure: Requirements, Applicant Rights, Future Trends, and Epilogue.
PUB DATE- 99
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Doctoral Programs; Higher Education; *Licensing Examinations (Professions); Professional Associations; Professional Education; *Professional Services; *Psychologists; Public Policy; Sociocultural Patterns; State Licensing Boards
IDENTIFIERS- *American Psychological Association

This paper provides an analysis of the effects of licensure for psychologists. Common requirements are reviewed. Meeting the requirements may require attention to the laws of the state in which practice is intended before finishing the doctorate. Making a graduate education dossier is recommended and an example is appended. The "Examination for Professional Practice in Psychology," (EPPP) given by the Association of State and Provincial Psychology Boards, is discussed. Content areas of the EPPP include: (1) "Assessment and Diagnosis"; (2) "Biological Bases of Behavior"; (3) "Cognitive-Affective Bases of Behavior"; (4) "Ethical/Legal/Professional Issues"; (5) "Growth and Lifespan Development"; (6) "Research Methods"; (7) "Social and Multicultural Bases of Behavior"; and (8) "Treatment/Intervention." Current trends in licensure based on initiatives from the American Psychological Association include positions on generic and specialty licensing, "health service provider" licensing, the need for professional mobility, and standards for qualification. Under "Protecting Your Rights and Why You Might Have To" the landmark 1977 Wisconsin challenge to the state board is discussed. Recommendations are listed for current students. "Epilogue: Can Psychology Return to 'Professionalism'?" provides a systems analysis of the

NOTE- 26p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Albuquerque, NM, April 15-18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Catholic Schools; Decision Making; High School Students; High Schools; *Parent Child Relationship; Predictor Variables; School Activities; Sex Differences; *Social Support Groups
IDENTIFIERS- Erikson Psychosocial Stage Inventory; *Identity Formation; Interpersonal Relationship Rating Scale; *Monitoring

This study examines the relationship of adolescent identity achievement to parental monitoring and support. The 1,012 students who comprise the sample were drawn from two administrations of a survey, the first including sophomores and seniors and the second consisting only of seniors from two Catholic high schools in the Washington, DC area. Correlations between predictor variables revealed a significant association of school monitoring, social monitoring, and support monitoring with gender, each of these constructs being higher among girls than boys. Both types of monitoring correlated highly with each other and with parental support. Social monitoring, school monitoring, and support were significantly correlated with identity achievement, but decision-making was not. A multiple regression analysis was used to clarify the relationship between the combined predictor variables and identity achievement. Parental support and monitoring of social and school activities by parents were significant predictors of identity achievement, lending support to the contention that positive parental involvement provides a structure that enables adolescents to engage in identity exploration. Gender differences were not found in identity achievement, despite higher level of parental monitoring and support among girls. Implications of this finding are discussed. (Contains 3 tables and 23 references.) (MKA)

ED 430 195 CG 029 287

Raffaelli, M.; Koller, S. H.; Reppold, C.; Kuschick, M.; Krum, F.; Bandeira, D.; Simoes, C.
Gender Differences in the Family Situation of Brazilian Street Youth.
PUB DATE- 99
NOTE- 12p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Albuquerque, NM, April 15-18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); *Adolescents; *Children; *Family Environment; Foreign Countries; Homeless People; *Runaways; *Sex Differences
IDENTIFIERS- *Brazil (Porto Alegre)

The goal of this analysis was to examine gender differences in the experiences of children and adolescents found on city streets. It has been proposed that girls who leave home to seek their survival on city streets are from more disturbed families than boys, reflecting cultural factors that result in differential norms for male and female behavior. Although boys and girls may share the common condition of being "on the streets," they may be on distinct developmental trajectories,

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adolescent Development; Adolescent Literature; *Clubs; *Critical Reading; Critical Thinking; *Females; *High Risk Students; Role Models; Secondary Education; Sex Bias; *Sex Role

Presenting the idea that girls need the ability to approach passages of text with a critical, resistant eye that sees what values, social codes, or political agendas the passages communicate, a literacy club for at-risk girls within the school setting can enable girls to read and write their ways into richer selves by exploring and generating texts that provide models of healthy adult women who are strong and resilient. Striving for "translation/critical literacy" instead of mere comprehension skills is important for at-risk adolescent girls because critical literacy can help them make choices that lead to fulfilling lives. The choice of a "girls only" club reflects the emphasis of the proposed curriculum, curriculum that celebrates the development of healthy and successful women. Encouraging "translation/critical literacy" is accomplished by gearing the subject matters toward the interests of the individuals. Personal development occurs when the active engagement of alternative narratives (reading biographies of caring women who have become scientist for example) can manifest in the adolescent reader. Beginning and organizing a literacy club consists of five steps: (1) sharing personal stories; (2) selecting books and texts; (3) setting literacy goals; (4) establishing the nature of the literacy club; and (5) evaluating the literacy clubs. (Contains 28 references and a brief description of how one girl's club learned about one female scientist's contributions.) (SC)

ED 430 215   CS 013 555

Dakin, Alexandra B.
The Effectiveness of a Skill Based Explicit Phonics Reading Program K-2 as Measured by Student Performance and Teacher Evaluation.
PUB DATE- 99
NOTE- 74p.; Master of Science in Education, Dominican College.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Emergent Literacy; *Instructional Effectiveness; *Phonics; Primary Education; Qualitative Research; *Reading Instruction; *Reading Programs; Reading Research; Reading Skills; Teacher Attitudes
IDENTIFIERS- *Direct Instruction

This study focuses on the effectiveness and advantages of using an explicit phonics based reading program in kindergarten through second grade. The methods of decoding words that teachers introduce to the beginning readers must prove to be effective in introducing and building reading skills. Most recent studies have revisited and concurred with studies done in the 1930s and 1960s that the lack of phonics based reading instruction leaves students without important decoding skills necessary in recognizing letter/sound relationships in reading. The subjects in this study are 12 inner-city Catholic elementary school students. Four students at each grade level are evaluated and interviewed. Each student is at a different reading level identified as high, medium and low. Another component of the study is the teacher interview directed at about Technology and the Composition Program" (Deborah H. Holdstein); (11) "Computers in the Writing Center" (Sara E. Kimball); (12) "Productive Change in a Turbulent Atmosphere: Pipe Dream or Possibility?" (Rita Malenczyk); (13) "A New Millennium for the Writing Program: Introducing Authority and Change to Traditional Folks Who Employ Time-Worn Practices" (Ben W. McClelland); (14) "Running a Large Writing Program" (Linda Myers-Breslin); (15) "How WPAs Can Learn to Use Power to Their Own Advantage" (Barry M. Maid); (16) "How Can Physical Space and Administrative Structure Shape Writing Programs, Writing Centers, and WAC Projects?" (Carol Peterson Haviland and Edward M. White); (17) "Managing the Writing Center/Classroom Relationship" (Dave Healy); (18) "The WPA, the Composition Instructor, and Scholarship" (Lisa Gerrard); and (19) "Initiating a Peer Tutoring Program in a University Writing Center" (Robert S. Dornsife). Contains a 47-item list of suggested readings and an approximately 100-item list of works cited. (RS)

ED 430 233 CS 216 696

Ray, Katie Wood
Wondrous Words: Writers and Writing in the Elementary Classroom.
PUB DATE- 99
NOTE- 321p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Childrens Literature; *Childrens Writing; Elementary Education; Reading Aloud to Others; Reading Processes; Teaching Methods; *Text Structure; Theory Practice Relationship; Writing Evaluation; *Writing Instruction; *Writing Processes; Writing Workshops

Drawing on stories from classrooms, examples of student writing, and illustrations, this book explains in practical terms the theoretical underpinnings of how elementary school students learn to write from their reading. Beginning with the concepts that underlie how writing teachers teach students to write by studying other writers, it goes on to explore ways to help children read like writers. Elementary teachers will immediately be able to adapt these writing ideas to their own writing lessons. Full of practical ideas and personal recollections, the book weaves practice and theory together to provide an important knowledge base for teachers who want to use literature in their teaching of writing. After an introduction, chapters in the book are: (1) Reading Like Writers; (2) The Craft of Writing; (3) Envisioning Text Possibilities; (4) Reading Aloud: Filling the Room with the Sound of Wondrous Words; (5) Studying Writers' Office Work: Powerful Writing begins Long before the Draft; (6) Organized Inquiry: Teaching Students to Read Like Writers; (7) An Invitation to My Library: The Craft of Text Structure; (8) Another Invitation to My Library: Ways with Words; (9) Selecting Books for Craft Study; (10) Growing Taller in Our Teaching; (11) Planning for the Workshop: Writers Learn from Writers; (12) Focus Lessons: Filling the Writing Workshop with Craft Possibilities; (13) Brave, Bold Teaching: The Power of Suggestive Writing Conferences; (14) Assessment That Focuses Our Eyes on Craft; and (15) Never to Teach Alone Again. Contains an approximately 200-item bibliography. (RS)

ED 430 234 CS 216 698

ED 430 254 CS 216 737

Jenkinson, Edward B.; Jenkinson, Andrea
Working with the English Language. Five Teaching Units for Middle and Upper Grades. Working with Languages Series. Second Edition.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 107p.; See CS 216 737-740 for the 4 books in the series.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Class Activities; *English; *English Instruction; High Schools; Idioms; *Language Usage; Learning Activities; Lesson Plans; Middle Schools; Student Needs; Units of Study
IDENTIFIERS- Language Consciousness; Word Formation

This guide is meant to aid teachers and parents with explanations and activities that they can use to help students understand and clarify their use of English. The guide discusses, for example: how language develops and grows; how to use a dictionary to answer questions; how words have formed in the past and continue to form; changing the content and changing meaning; and idioms, such as "button your lip" and "let it all hang out." Following a preface with information for the teacher, the guide is divided into the following five sections: "What Is Language?"; "So What's a Dictionary For?"; "How Words Are Formed"; "How Words Change Meaning in Time and Context"; and "'I No Understand Your Idiots.'" (NKA)

ED 430 255 CS 216 738

Jenkinson, Andrea
Reading, Writing, and Speaking about Contemporary Issues. Lesson Plans for Teachers of English and Social Studies. Working with Language Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 96p.; See CS 216 737-740 for the 4 books in the series.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Censorship; Class Activities; *Controversial Issues (Course Content); Critical Thinking; Current Events; *English Instruction; High Schools; Lesson Plans; Persuasive Discourse; Public Schools; *Social Studies; Units of Study; Writing Assignments
IDENTIFIERS- *Issue Centered Education; Issues Approach; *Media Literacy; Personal Writing

Noting that almost all current issues have some controversial "overload" to them which cause many teachers to approach them with trepidation, this guide aims to help teachers handle discussions and writing assignments related to contemporary issues. The guide aids teachers in framing and in balancing classroom interactions so discussions of controversial issues can proceed fairly. The four units in the guide contain material on: how to write personal essays; how to view and think critically about mass media presentations; how to deal part of the "Council for Basic Education Standards for Excellence in Education" project, a multiyear effort to provide parents, educators, and the general public with a better understanding of how standards are used to evaluate and improve schooling in the United States. It examines the role of standards in the schools and why standards are important. The document emphasizes the importance of parents learning what standards are taught in their schools and becoming involved in evaluating and implementing such standards. Parent involvement is presented as a crucial element in student achievement; once parents begin to understand the world of standards and feel more comfortable navigating it, they will push for even higher standards. The document stresses the need to provide opportunities for students to learn and to ensure that the learning environment is conducive to learning and that teachers are well-prepared and fully qualified for the job. It states that standards provide parents a point of entry into an often confusing school system and that standards derive their strength from their specificity and applicability. (RJM)

ED 430 276 EA 029 792

Hammer, Donna
The Standards Teacher. Standards for Excellence in Education.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Carnegie Corp. of New York, NY.
PUB DATE- 98
NOTE- 32p.; In: Standards for Excellence. Multimedia Kit ., see EA 029 788.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Change Strategies; Educational Change; Educational Improvement; Elementary Secondary Education; *Excellence in Education; Instructional Effectiveness; Teaching Guides

This document was written to help teachers understand how to implement standards in a professionally rewarding way. The essay describes how to refine curricular, instructional, and assessment decisions, and it provides selective reviews of standards' content areas. It addresses some of the basic questions that teachers ask, such as "What am I trying to teach?" and "Why am I teaching this?" The guide discusses benchmarks in standards and the importance of collaboration and technology in instituting standards. It looks at how standards can enhance professional growth by providing a body of professional knowledge that unifies teachers and enhances the sharing with colleagues of ideas and concerns. It discusses what standards mean for students, the role of the individual teacher and the standards teams in preplanning, and how planning practices are developed over time and are influenced by school policies and by what happens in the classroom on a daily basis. The guide emphasizes that standards are not to be used explicitly to determine curriculum and that standards should not be applied serially. It explores strategies for integrating curriculum and standards and offers some instructional strategies--such as inquiry teaching, cooperative learning, and discussion--to implement these strategies. (RJM)

ED 430 277 EA 029 793

school-district administrators do not wish to start programs that may have to be canceled due to future funding cuts. (RJM)

ED 430 295 EA 029 818

Irby, Beverly J.; Brown, Genevieve
A Gendered Dichotomy in Written Reflections in Professional Development Portfolios.
PUB DATE- 99
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Characteristics; *Behavior Patterns; Doctoral Programs; Educational Administration; Higher Education; *Portfolios (Background Materials); *Professional Education; Psychological Patterns; *Sex Differences; Women Administrators

This paper reports on a study that analyzed 91 written reflections in the professional-development portfolios of 13 doctoral students in educational leadership. The purpose of the research was to determine dichotomous expressions of thoughts between eight males (56 reflections) and five females (35 reflections). The study took place in a regional university in Texas. Participants for the study were all administrators in schools or universities and were in the first year of their program. Analysis of the written reflections reveals that the students' reflections were consistently the same length. In examining the structure of the reflections, 38 percent of the men, but almost none of the women, used bulleted or numbered lists. Men were also more likely to have grammatical errors than women. An analysis of voice revealed that women used the third person more extensively than men and their reflections were more clinical sounding, as if they were quoting authorities. All of the men used the first person and wrote with authority. The participants' degree of self confidence, therefore, was another theme that emerged. The women's work appeared passive and tentative, while the men's reflections expressed confidence, assertiveness, and decisiveness. Overall, the study revealed gendered dichotomies in five areas: length, structure, voice, confidence, and collaboration. (RJM)

ED 430 296 EA 029 819

Lyman, Linda L.
Leadership Development: A Meaning-Making Art.
PUB DATE- 99
NOTE- 46p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Institutes (Training Programs); Leadership; Leadership Qualities; *Leadership Training; Program Effectiveness; Training Methods
IDENTIFIERS- Retreats

This paper describes a retreat, "Leadership without Easy Answers," which was held for leaders in the arts community. It examines whether the retreat had a positive impact on the

Service to Families: Model Extended Care Programs.
PUB DATE- 98
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *After School Programs; *Ancillary School Services; *Catholic Schools; Cooperative Programs; Educational Improvement; Elementary Education; Family School Relationship; Models; Program Descriptions; *School Age Day Care; Student Needs
IDENTIFIERS- *Before School Programs

This book profiles extended-care programs in Catholic schools. It features articles submitted by graduates of the National Catholic Educational Association's Elementary/Middle School Principals Academies. Each of the 12 articles details an established extended-care program. Typically, these programs are part educational, part recreational, and part social, filling the hours before school begins and after it ends. The program descriptions, which are drawn from across the U.S., offer a short history of the programs; all the descriptions share the common theme of the dramatic changes that have transpired in extended-care programs over the past 10 years. The descriptions include special features of each program, community alliances, the fees charged for the children, the range of grades that are served, the program schedule, the range of activities that are offered, safety protocols, discipline guidelines, health and safety, a typical day in the life of a student in the program, staffing and responsibilities, meals, supervision, creative approaches in serving the children, student rules, registration, staff qualifications, enrollment figures, and sample programs. It is hoped that educators seeking to implement an extended-care program can pick and choose from these descriptions those elements that would be most appropriate for their student population. (RJM)

ED 430 316 EA 029 843

Shaughnessy, Mary Angela
Selected Legal Issues in Catholic Schools.
PUB DATE- 98
NOTE- 108p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Catholic Educators; *Catholic Schools; *Compliance (Legal); High Schools; Parochial Schools; Religious Education; *School Law; *Student Rights

This book examines legal issues that affect Catholic high schools. Chapter 1 discusses sources of the law and how fairness and due process, federal and state statutes, and various guidelines shape the law. Tort law, corporal punishment, search and seizure, defamation of character, and negligence are covered in chapter 2. Chapter 3 details issues surrounding student privacy and such issues as confidentiality of records, whereas chapter 4 describes the staff-student relationship and how the law governs confidentiality, sexual the social and emotional development of the gifted and the need to change the focus of the educational paradigm from a deficit model to a strength model. (Contains over 400 references.) (CR)

ED 430 336 EC 307 184

Yell, Mitchell L.
The Law and Special Education.
PUB DATE- 98
NOTE- 410p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Conflict Resolution; *Court Litigation; *Disabilities; Disability Identification; Discipline; Due Process; *Educational Legislation; Elementary Secondary Education; Eligibility; *Federal Legislation; Internet; Legal Responsibility; Research Tools; School Responsibility; Services; Special Education; Student Evaluation; *Student Placement; Student Rights
IDENTIFIERS- Americans with Disabilities Act 1990; *Individuals with Disabilities Education Act; *Rehabilitation Act 1973 (Section 504)

This textbook provides information on the legal development of special education, the current legal requirements in providing a free appropriate public education to students with disabilities, and the procedures involved in obtaining legal information in law libraries and on the Internet. Specifically, the 16 chapters address: (1) sources of law and law and special education; (2) legal research; (3) legal research on the Internet; (4) the history of the law and children with disabilities; (5) the Individuals with Disabilities Education Act; (6) Section 504 of the Rehabilitation Act of 1973; (7) the Americans with Disabilities Act; (8) free appropriate public education; (9) the Individualized Education Program; (10) related services, litigation, third-party billing, and school district responsibilities; (11) identification, assessment, and evaluation; (12) least restrictive environment and placement decisions; (13) procedural safeguards; (14) remedies; (15) disciplining students with disabilities; and (16) student records, private schools, the establishment clause, and liability for student injury. An appendix includes relevant sections of the U.S. Constitution, a glossary of terms, and an index of court cases. The text is connected to a homepage on the World Wide Web that provides frequent updates regarding legal developments in special education. (Individual chapters contain references.) (CR)

ED 430 337 EC 307 185

Kushler, Cliff
AAC: Using a Reduced Keyboard.
PUB DATE- 98
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Assistive Devices (for Disabled); *Augmentative and Alternative Communication; Computer Uses in Education;

providing auxiliary aids and services, and for cash and credit transactions, food services, environmental design, and retrofit. Section 3, "Making the ADA Work for Your Business or Organization," discusses requirements for employment, health care facilities, retail establishments, and hotels and motels. The final section provides sources of information, technical assistance, products and services relating to the ADA, the ADA law, and excerpts from the ADA Accessibility Guidelines for Buildings and Facilities. (CR)

ED 430 356 EC 307 207

Handy, Adam J.
Ethnocentrism and Black Students with Disabilities: Bridging the Cultural Gap, Volume I.
PUB DATE- 99
NOTE- 52p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Black Students; Child Rearing; Cultural Awareness; *Cultural Differences; *Disabilities; Elementary Secondary Education; Equal Education; *Ethnocentrism; Family Relationship; *Labeling (of Persons); Minority Group Children; Racial Discrimination; Role Models; Social Bias; Socioeconomic Status; Special Education; Teacher Education; *Teacher Expectations of Students; White Students
IDENTIFIERS- *Disproportionate Representation (Spec Educ)

This book investigates the educational methods, achievements, and teacher expectations among black and white students with disabilities. It finds that poverty, racism, cultural differences between blacks and whites, and inferior socioeconomic conditions are the main causal factors that result in black children being "labeled" as exceptional and placed in special education classes at an alarmingly disproportionate rate. Historical legislation and events are cited which have resulted in case law, along with current research findings, that support the thesis that the disparity in academic achievement levels and self-esteem between black and white students has been systematically polarized. It is argued that the black family's child-rearing practices and cultural differences may be viewed with contempt by the majority race and that the unfavorable view of black culture has created hurdles for black students which result in low self-esteem and low academic performance. The need to introduce more black, positive role models and include more multicultural lectures in teacher education programs is discussed as a way to remedy the black students' burgeoning failure rate in the public school system and decrease the inordinate number of black children being placed in special education classes. (CR)

ED 430 357 EC 307 208

Neilsen, Shelley; van den Pol, Richard A.; Guidry, Jean; Keeley, Elizabeth; Honzel, Rhonda Alt
On Track: A Comprehensive System for Early Childhood Intervention.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 98
NOTE- 253p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

use of existing facilities; and legislation. Task Force recommendations include speeding up new school construction and conversion of existing commercial structures, aggressively pursuing State financial assistance, renovating existing overcrowded schools to reflect the school-within-a-school concept of design, and establishing a joint development plan to generate the appropriate facilities to meet student needs now and into the future. Specific action plans are listed for each recommendation. (GR)

ED 430 376 EF 005 360

Biehle, James T.; Motz, LaMoine L.; West, Sandra S.
NSTA Guide to School Science Facilities.
PUB DATE- 99
NOTE- 203p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Facilities Design; *Educational Facilities Planning; Elementary Secondary Education; Guidelines; *Public Schools; School Construction; Science Education; *Science Facilities

The National Science Teachers Association, in response to the emergence of new science curricula and the need for updated science facilities in the nation's public schools, convened a task force to develop guidelines for K-12 science facility design and use. This guide, a result of NSTA Task Force on Science Facilities and Equipment, includes information about planning facilities design; budget priorities; space considerations; general room and laboratory design; and furnishings for the laboratory/classroom specifically targeting K-5, middle, and high schools. It is designed to familiarize educators, administrators, and citizens with the stages of the planning process for new and renovated science facilities and provides specific, detailed information on many aspects of the planning and design phases. Additionally, chapters address current trends and future directions in science education and safety, accessibility, and legal guidelines. Appendices include discussions on solar energy for school facilities, equipment needs planning, checklists, a glossary of construction terms, and classroom dimensional considerations. (GR)

ED 430 377 EF 005 363

Holt, Carleton Roland
Factors Affecting the Outcomes of School Bond Elections in South Dakota.
PUB DATE- 93
NOTE- 178p.; Ed.D. Dissertation, University of South Dakota.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Bond Issues; Educational Facilities Planning; *Educational Finance; Elementary Secondary Education; *Fund Raising; Public Schools
IDENTIFIERS- South Dakota

School administrators in South Dakota and throughout the United States, in order to fund educational facility replacement and renovation projects, initiate school bond elections that they often have difficulty planning to successful conclusions. This

NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cognitive Processes; *Cross Cultural Training; Cultural Awareness; *Cultural Education; *Empathy; Foreign Countries; *Intercultural Communication; Lesson Plans; *Linguistic Theory; Second Language Instruction; *Sociocultural Patterns; Sociolinguistics; Teaching Methods
IDENTIFIERS- *Vygotsky (Lev S)

This paper explores the theoretical and applied groundwork for a new "sociohistorical practice" of cross-cultural communication. Influenced heavily by the work of psychologist Lev Vygotsky, the theory assumes that the way teachers think about and teach culture should result from an understanding of how sociohistorical conditions produce cultural change. Students first learn to look for underlying technological and economic factors that create differing cultural behaviors, customs, values, beliefs, mythologies, and psychologies. They then practice various socially mediates adaptive responses to historically based cultural conditions. It is argued that only by combining theory and practice in this way can true intercultural empathy be developed. Case studies from the everyday lives of individuals around the world are cited as examples, and a practical framework for teaching culture in the foreign/second language classroom is presented. Three sample lesson plans are included. Contains 107 references. (MSE)

ED 430 400 FL 025 836

Suh, Jae-Suk
ESL Korean Learners' Use of External and Internal Modifications in Request Realizations.
PUB DATE- 99
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; Comparative Analysis; *English (Second Language); Foreign Countries; Higher Education; *Korean; Language Patterns; Language Usage; *Native Speakers; *Pragmatics; Second Language Learning
IDENTIFIERS- *Politeness; *Requests

A study investigated how Korean learners of English as a second language (ESL) differ from native speakers of English in the use of supportive moves and in the expression of politeness (use of downgraders) in requests, a speech act considered to be face-threatening. Three groups of subjects participated: 30 Korean students enrolled in an intensive university ESL program; 30 native English-speaking American university students; and 30 Korean students in a Korean university, who served as a control group for the Korean subjects. Each group was administered a discourse completion test, in which they were asked to read the descriptions of 12 situations and write down what they would say in each situation. The request realizations by the Korean ESL students were compared with those of the English native speakers in terms of supportive moves and downgraders. Analysis of the results is presented. They indicate that patterns of the ESL learners differed greatly from those of native speakers of both English and Korean, suggesting not transfer of skills from language to language but some idiosyncrasies. Explanations and pedagogical implications are considered. The discourse completion tasks are understanding race, and for understanding how faculty of color construct the promotion and tenure process. Interviews were conducted with 16 faculty members at a private research university in a small United States city. Interviewees included eight African American women, three African American men, two Asian American women, one Asian American man, and two Latino men; all were tenured or on tenure track. Faculty evaluations were based on teaching, service, and scholarly achievement, defined primarily through research and publication. During open-ended, semistructured interviews participants were asked to talk about their promotion and tenure experiences. Faculty members' perceptions of racism were then classified into two categories: individual or institutional. It was found that faculty members negotiated and resisted racism as best they could; responses ranged from "giving up," to fighting back, to picking and choosing battles, to playing the game, finding mentoring support, and most importantly to defining promotion and tenure criteria in ways that benefited their racial communities that is, through "race" research and minority-related community service. The paper concludes that creating a more supportive environment for faculty of color will require the construction of a common understanding of race in higher education. (Contains 78 references.) (CH)

ED 430 421 HE 031 980

Altbach, Philip G., Ed.; Peterson, Patti McGill, Ed.
Higher Education in the 21st Century: Global Challenge and National Response. IIE Research Report No. 29.
PUB DATE- 99
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cross Cultural Studies; Educational Attitudes; Educational Change; *Educational Planning; *Educational Policy; *Educational Trends; Foreign Countries; Futures (Of Society); *Global Approach; *Higher Education

This collection of nine essays focuses on the challenges of providing higher education to growing numbers of students around the world. The essays include: (1) "Global Challenge and National Response: Notes for an International Dialogue on Higher Education" (Philip G. Altbach and Todd M. Davis); (2) "Global Challenges and the Chinese Response" (Min Weifang); (3) "The Transformation of an Imperial Colony into an Advanced Nation: India in Comparative Perspective" (Suma Chitnis); (4) "Higher Education in Africa: Challenges and Strategies for the 21st Century" (George S. Eshiwani); (5) "South Africa: Future Prospects" (Nasima Badsha); (6) "Latin America: National Responses to World Challenges in Higher Education" (Simon Schwartzman); (7) "Universal Problems and National Realities: Japan in Comparative Perspective" (Akimasa Mitsuta); (8) "Current Issues and Future Priorities for European Higher Education Systems" (Barbara Sporn); and (9) "A Regional Perspective: Central and Eastern Europe" (Peter Darvas). (Some essays contain references.) (MDM)

ED 430 422 HE 031 981

Sandler, Bernice Resnick, Ed.
About Women on Campus, 1997.
PUB DATE- 97
NOTE- 82p.

for such aid. An introduction points out that Americans tend to overestimate the price of college and also notes the average salary benefits of attending college for women. The next section offers suggestions for sources of information about educational opportunities and financial aid. Next, some of the alternative ways for part-time students to get a degree are summarized, such as weekend colleges and external degree programs. The process of getting credit through testing is then explained. Specific sources of financial aid are briefly explained, including institutional aid, the various federal financial aid programs, and tax credit programs. The final section describes 25 independent scholarship programs. World Wide Web addresses for further information are provided throughout the booklet. (Contains 26 references.) (DB)

ED 430 442 HE 032 032

Stringer, William L.; Cunningham, Alisa F.; O'Brien, Colleen T.; Merisotis, Jamie P.
It's All Relative: The Role of Parents in College Financing and Enrollment. New Agenda Series. Volume 1, Number 1.
SPONS. AGENCY- USA Group, Inc., Indianapolis, IN.
PUB DATE- 98
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Choice; *Decision Making; Enrollment; Family Financial Resources; Higher Education; Need Analysis (Student Financial Aid); Parent Financial Contribution; Parent Responsibility; *Parent Role; *Paying for College; Student Characteristics; *Student Financial Aid

This report presents a comprehensive overview of the parental role in higher education. It is on various data sources, including a nationally representative survey of 750 parents of current college students. The report addresses issues ranging from selecting an institution, to paying tuition, to patterns of saving and borrowing, to the demographic characteristics of both parents and students. Major findings include the following: (1) although parental financial assistance appears to be increasing modestly, the dollar amounts are covering a smaller proportion of the average price of attendance; (2) most parents are not going into debt to provide financial assistance to their children, but those who do borrow are borrowing larger amounts; (3) parents may not be realistic about what they should expect to pay for college; and (4) the most important factors influencing how much parents pay to assist their children appear to be income and the total price of attendance. Following an executive summary and an introduction, report sections address the following topics: changing roles, previous research, characteristics affecting parental roles, examination of data from the National Center on Educational Statistics, the study's parent survey, and conclusions from the survey's findings. Seventeen tables detail study findings. Appended are additional methodological and statistical information. (Contains 35 references.) (DB)

ED 430 443 HE 032 033

Scherschel, Patricia M.
Student Indebtedness: Are Borrowers Pushing the Limits? New Agenda Series. Volume 1, Number 2.
SPONS. AGENCY- Association of American Colleges and Universities, Washington, DC. Program on the Status and Education of Women.

considered in any educational discussion about leadership. It explains that hermeneutics searches for understanding and creates meaning, not explanation. The paper goes on to examine the educational philosophy of John Dewey, noting that he regarded science and the scientific method as a matter of hermeneutics of shared interpreting and meaning-making. Dewey, instead of favoring narrow specialization, desired those qualities, such as initiative, inventiveness, and readaptability, that would enable education to be a life-long process of growth. It is concluded that hermeneutics and a Deweyan educational philosophy point toward a leadership paradigm in which work groups move toward a horizontal rather than vertical decision-making process, with collegiality--democratic cooperation--instead of a marked polarity between leaders and followers. Authority will be shared because meaning-making and inquiry are shared experiences, and leaders will emerge situationally in a community respectful of individual and communal growth. (Contains 27 references.) (MDM)

ED 430 463 HE 032 054

Parsons, Frank R., Jr.; Miller, Michael T.
Resident Assistant Service as a Correlate to Higher Education Fund Raising.
PUB DATE- 96
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Alumni; Alumni Associations; *Fund Raising; Graduation; Higher Education; Private Colleges; *Resident Assistants; Volunteers

This study examined whether alumni who were resident assistants (RAs) gave more to the institution than did alumni who were not RAs. This information was deemed significant for two reasons: (1) contributions from graduates are increasingly important sources of funds for colleges and universities; (2) information on why alumni contribute is important for future fund-raising efforts. Data were obtained from a random sample of 300 alumni who had graduated between 1975 and 1990 from a private university in Alabama; the data set included 10 alumni from each year who had been RAs and 10 from each year who had not been RAs. Data collected on RAs indicated that their demographic profile included the following characteristics: they were non-donors to the university, residents of Alabama, non-participants in alumni activities, female, Baptist, education majors, married, and had two children. For those former RAs who did provide contributions, the average gift size was $103, with a range of $10 to $2,500. It was also found that individuals who were RAs graduated in an average of 4.07 years, compared to 4.103 years for non-RAs. Involvement by RAs in giving and volunteering were both determined to be low, but positive. (Contains 17 references.) (MDM)

ED 430 464 HE 032 055

Where Have Oregon's Graduates Gone? Survey of the Oregon High School Graduating Class of 1997. A Report to the Oregon State Board of Higher Education.
PUB DATE- 98
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports -

ED 430 483 HE 032 074

Ronayne, Betty Lee
The Coast of Siberia: A Vladivostok Spring.
PUB DATE- 99
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; *Comparative Education; Foreign Countries; Higher Education; *International Educational Exchange; *Library Science; Public Libraries; Special Libraries
IDENTIFIERS- *Russia (Vladivostok)

This paper describes experiences of a reference librarian at California State University (Sacramento) who spent three weeks in Vladivostok (Russia) to assess the library and research needs of faculty and students at the Far Eastern State Technical University. After briefly describing the city of Vladivostok and its military role in the Soviet Union, the paper describes the three libraries visited: first, the main university library with its comprehensive research-level collection but lack of adequate operating funds; second, a small departmental library in world politics and law where faculty were most interested in learning to use the Internet; and, third, the Maxim Gorky municipal public library which maintains both an online catalog and a traditional card catalog and is actively participating in international book exchange and interlibrary loan programs. Overall, the lack of basic, reliable technology was seen to hamper all three libraries. (DB)

ED 430 484 HE 032 075

Lee, John B.; Clery, Suzanne B.
State Aid for Undergraduates in Postsecondary Education. Postsecondary Education Descriptive Analysis Reports. Statistical Analysis Report.
PUB DATE- 99
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *College Choice; College Students; Decision Making; *Higher Education; Postsecondary Education; *State Aid; Student Characteristics; *Student Financial Aid; Tables (Data); Tuition; *Undergraduate Students
IDENTIFIERS- *National Postsecondary Student Aid Study

This report examines differences between undergraduates who attended postsecondary institutions in states that provide different levels of student financial aid. The report uses data from the 1995-96 National Postsecondary Student Aid Study. The study evaluated how students combine aid types and sources, price of attendance, and personal characteristics. It also examined the relationship between these variables and the probability of students attending institutions in either a high- or low-state-aid group. Among findings are the following: (1) in general, students attending institutions in the high-state-aid group were charged higher average tuition than those in the low-state-aid group; (2) undergraduates in the high-state-aid group were more likely to attend private, not-for-profit, four-year institutions than those in the low-state-aid group; (3) undergraduates in the high-state-aid group were younger and more likely to be dependent than those in the low-state-aid

Universities and Land-Grant Colleges for fall 1990 and fall 1996; a list of tribal land-grant institutions is also provided. (Contains 19 references.) (CH)

ED 430 503 HE 032 094

Proceedings of the Annual Meeting of the National Association of State Universities and Land-Grant Colleges (110th, Washington DC, November 16-18, 1997).
PUB DATE- 97
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Educational Principles; Higher Education; *Institutional Mission; Institutional Role; *Land Grant Universities; Organizations (Groups); Policy Formation; State Colleges; *State Universities; *Values; Values Education

This proceedings presents three conference addresses. The first was, a general session address by the president of the American Council on Education, Stanley Ikenberry, "Public Higher Education: Our Public Purpose." At a Council of Presidents' luncheon, E. Gordon Gee, president of Ohio State University, spoke on "Returning to Our Roots--The Value and Values of Higher Education." The 1997 Seaman A. Knapp Lecture "Applying Seaman Knapp's Ideals in the New Millennium", was delivered by Charles B. Knapp president of the Aspen Institute. Also included in the report are lists of 1997 members of the Board of Directors, Council and Commission Chairs, elected head of the association, and member institutions, as well as a treasurer's report and a copy of the bylaws. (CH)

ED 430 504 HE 032 095

Hammond, Ron J.; Ormand, Pat; Nichols, Terry; Balden, John; Edgeton, Linda; Snedegar, Keith; Bruss, Denza; Makin, Linda; Worthington, Karl
An Exercise in Growth and Adaptation for a Rapidly Growing State College: Faculty Pay Scale Report and Proposals. Presented to the Faculty Senate by the UVSC Faculty Senate Budget Committee, 1998-1999.
PUB DATE- 99
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Rank (Professional); *College Faculty; *Compensation (Remuneration); *Educational Finance; Faculty College Relationship; Faculty Development; Faculty Recruitment; Financial Support; Higher Education; Merit Pay; Professional Recognition; School Funds; State Colleges; State Schools; Tables (Data); *Teacher Salaries
IDENTIFIERS- *Utah Valley State College

This study of faculty pay scales at Utah Valley State College (UVSC) surveyed a total of 198 faculty on several issues: whether the current pay scale system provided enough flexibility to recruit and train faculty; whether it facilitated or inhibited consistency in faculty remuneration; whether it facilitated or inhibited a merit pay system, whether it met recruitment/retention and future advancement needs; whether it effectively met current and future growth needs; and how the current system compared with those of other colleges special features of the most commonly used search tools. Relevant Web sites are noted throughout. (Contains 30 references.) (DLS)

ED 430 521 IR 019 491

Hodge-Hardin, Sherri
Interactive Television vs. a Traditional Classroom Setting: A Comparison of Student Math Achievement.
PUB DATE- 97
NOTE- 8p.; In: Mid-South Instructional Technology Conference Proceedings (2nd, Murfreesboro, TN, April 6-8, 1997); see IR 019 485.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Algebra; Analysis of Covariance; Audiovisual Communications; College Mathematics; Comparative Analysis; Conventional Instruction; *Distance Education; Educational Technology; Higher Education; *Instructional Effectiveness; *Interactive Television; Intermode Differences; *Mathematics Achievement; *Mathematics Instruction; Student Attitudes; Tables (Data); Teaching Methods
IDENTIFIERS- East Tennessee State University; Learning Environments

The purpose of this study was to determine if there were differences in math achievement of students taught in an interactive television (ITV) class setting with the instructor present (host site), students receiving instruction via television at an off-campus location (remote site), and students taught in a traditional classroom setting. The study also examined student attitudes toward enrolling in future ITV courses. The sample was made up of all developmental students enrolled in an introductory algebra or an intermediate algebra course at East Tennessee State University (ETSU) taught via ITV during seven consecutive semesters, and developmental algebra students at ETSU enrolled in the instructor's traditional classrooms during these same semesters. Students were given math instruction by the same instructor at one of three sites: the host site, the remote site, and the traditional classroom. Students' numerical final grades were used as a dependent variable in determining the effectiveness of these ITV courses. A two-way analysis of variance with one covariate (ANCOVA) was used to determine if differences in student achievement existed among the three instructional sites. Results give empirical evidence that ITV should be considered as an adequate method of providing developmental algebra instruction beyond the campus. Questions for futures studies are listed. (DLS)

ED 430 522 IR 019 492

DeWitt, Calvin W.; Nutter, Scott; Ayala, Mary; Hall, Debra
Best Case Practices of Technology at Eastern New Mexico University.
PUB DATE- 97
NOTE- 8p.; In: Mid-South Instructional Technology Conference Proceedings (2nd, Murfreesboro, TN, April 6-8, 1997); see IR 019 485.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

Wisconsin (TEACH) Board was created in 1997. The TEACH Board administers the distribution of grants under the technology block grant and technology training and technical assistance grant programs. The Board also coordinates with the Department of Administration (DOA) and the Public Service Commission to operate a telecommunications access program. In addition, the Board coordinates with DOA to provide infrastructure loans, technology purchasing services, technical assistance, and educational technology services, equipment, and training to eligible educational institutions. The TEACH Board was also responsible for closing out the pioneering partners education technology grant and loan program. Institutions served by Board programs include school districts, private schools, cooperative education service agencies, technical colleges, private colleges, the University of Wisconsin system, and public libraries. This paper discusses the responsibilities of the TEACH Board and the programs that it administers and coordinates. (AEF)

ED 430 541   IR 019 570

Buck, George H.
Authorware Professional as a Research and Teaching Tool.
PUB DATE- 99
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, April 22, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advanced Courses; *Authoring Aids (Programming); Computer Assisted Instruction; *Computer Science Education; Courseware; Foreign Countries; High Schools; Introductory Courses; Pilot Projects; *Programming; Programming Languages; *Student Attitudes; Teacher Surveys
IDENTIFIERS- Alberta; *Authorware

A verbal and e-mail survey was conducted of 30 senior high teachers in Alberta who teach computer programming courses in the Career and Technology Studies curriculum, in order to ascertain what courses at the intermediate and advanced levels were being offered, what programming languages were being used, why teachers selected the particular language, the approach used to teach the language, and to gather opinions as to why enrollments drop after the introductory level course. In the fall of 1998, a pilot program was introduced in two senior high schools in Alberta, using Authorware Professional (version 4.0.3) to teach introductory programming. The working hypothesis of the approach was that, by learning beginning programming using Authorware, students would master fundamental logic and procedures quickly by means of the iconic interface. The program of study involved six beginning assignments derived and adapted from a laboratory manual used with fourth-year university undergraduates. Teachers using this approach reported that most students reacted to the program enthusiastically and favorably and that most of the students from the introductory course continued with intermediate-level courses. There are two main obstacles impeding use of Authorware in schools--its cost and the fact that most teachers are ignorant of what it can do. (AEF)

ED 430 542   IR 019 575

Hecht, Jeffrey B.; Roberts, Nicole K.; Schoon, Perry L.; Fansler,

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Apprenticeships; *Cost Effectiveness; *Education Work Relationship; *Educational Benefits; Educational Research; Job Placement; Part Time Employment; Postsecondary Education; School Business Relationship; Secondary Education; Student Employment; *Work Experience Programs
IDENTIFIERS- *Return on Investment

Real, quantifiable evidence shows that school-to-work (STW) programs yield two important benefits: positive academic results for students and positive business results for employers. Preliminary research indicates that workplace learning leads to higher academic achievement; reduced dropout rates; better attendance; better college preparation; and better results for African Americans. STW programs produce high-achieving, well-educated, dependable, motivated students who are more likely to become professionals that employers need to meet business challenges. The National Employer Leadership Council has worked with a voluntary group of eight companies to develop a way to define the aspects of return on investment and measure success. The companies have participated in STW programs that focused on contextual learning designed to raise academic achievement. Each company has created and implemented a formal STW program collected data on costs and benefits and gathered experiences and outcomes to share with the public. The companies have achieved these quantifiable benefits: higher productivity of STW program graduates; reduced recruitment costs; reduced training and supervision costs; and productivity of students. Other benefits that did not show up in hard numbers are as follows: improved employee productivity and morale; favorable publicity; increased diversity; clearer focus; and stronger system for developing skilled workers. (An appendix provides information on how the study quantified benefits.) (YLB)

ED 430 084 CE 078 544

Wellington, Margaret, Comp.
Tech Prep Perspectives for School Counselors Workshop. Post Workshop Report of Evaluation Instruments, Assignments, Conclusions, Recommendations.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus.
PUB DATE- 98
NOTE- 102p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Career Planning; Counselor Attitudes; Counselor Performance; *Counselor Role; *Counselor Training; Learning Activities; Material Development; Postsecondary Education; *School Counselors; Secondary Education; *Tech Prep; Workshops
IDENTIFIERS- Ohio

The Tech Prep Perspectives for School Counselors Workshop was offered by distance learning at 2 sites to 30 participants. Its goal was "Participants will learn information to help students acquire accurate knowledge of Tech Prep programs to use when making class choices and career plans." Cooperative learning activities developed a student profile, prerequisite list, suggestions for application form improvement, and formal student interview schedule. Five major out-of-class assignments were classroom visit; student interview; inservice presentation; action plan development; and program design. Participants enjoyed the visit most; interviewed 23 students;

PUB DATE- 98
NOTE- 89p.; For the trainer's guide to the Quality Professional Development Project, see CE 078 582; for the six manuals, see CE 078 576-581.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Basic Education; Adult Educators; Adult Learning; *Adult Students; Basic Skills; Behavioral Objectives; *Classroom Techniques; Cognitive Style; *Faculty Development; Instructional Materials; Learning Activities; Performance Based Assessment; Pretests Posttests; Student Evaluation; Student Motivation; Teacher Morale; *Teaching Methods

This workbook, one of six professional development manuals prepared by experienced adult basic education (ABE) instructors, is designed to assist the instructor setting up and operating an ABE classroom. A pretest and posttest appear first. Each of the units begins with a list of objectives and then provides instructional material. Unit 1 describes the physical set-up of the room and operational policies that promote an efficient, student-friendly, individualized classroom. It includes materials needed to get a student started in a course of study and a recordkeeping system to record student progress. Unit 2 offers guidelines for assessing student strengths and weaknesses, ideas for motivating students and helping them improve concentration, information on teaching to varied learning modalities, and suggestions for teaching to the diverse needs of adult students. Unit 3 explains the Florida-mandated performance standards and the ABE basic skills and functional curricula and reviews examples of how to correlate learning activities with the performance standards for some functional curricula. Unit 4 discusses teaching strategies proven effective with ABE students--print-based learning, oral reading, projects, and whole language learning. Unit 5 identifies survival strategies for the ABE instructor and student management methods. Appendixes contain pretest and posttest answer keys, instructor self-evaluation, and student evaluation. (YLB)

ED 430 102 CE 078 580

Basics for Successful GED Instruction: Working with Adult Learners. Quality Professional Development Project. Professional Development Manual V.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Workforce Development.
PUB DATE- 98
NOTE- 125p.; For the trainer's guide to the Quality Professional Development Project, see CE 078 582; for the six manuals, see CE 078 576-581.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Accountability; *Adult Education; Adult Educators; Adult Students; Behavioral Objectives; Classroom Techniques; Discipline; *Faculty Development; *High School Equivalency Programs; Instructional Materials; Pretests Posttests; Standardized Tests; Student Evaluation; Teaching Methods; *Test Wiseness
IDENTIFIERS- *General Educational Development Tests

America: Comparing and Contrasting" (Dusan Savicevic); "Study Circle Topics in Slovenia and Sweden" (Nevenka Bogataj); "Adult Education Policies and Credit Bank Systems for Adult Participation in Korean and U.S. Higher Education" (Eun-Soo Choi); "National Strategies of Adult Education" (Zoran Jelenc); "Methodological Issues in Cross-Cultural Study of Adult's Value System: with Reference to a Comparison between Korea and Australia" (Kwan-Chun Lee); "Adult Learners' Week: Australia and Slovenia: A First Attempt at Comparison" (Roger K. Morris); "World Perspective and Landmarks in Adult Education--A Critical Re-analysis" (Jost Reischmann); "Problems and Pitfalls in Comparative Andragogy: Some Notes on the Research Process in Comparative Historical Studies" (Barry J. Hake); "Indicators of the 'Learning Society': Methodological Aspects of an International Research Project" (Wolfgang Jutte); "Some Questions concerning International Partnership in Comparative Research on Adult Education" (Zoran Jelenc); "Experiencing a Dialogic Approach" (Madeleine Bials); "Translation Difficulties and the Importance of Terminology Work in Comparative Adult Education" (Wolfgang Jutte); "ISCAE--International Society for Comparative Adult Education" (Jost Reischmann); "ESREA--European Society for Research on the Education of Adults" (Barry J. Hake); "CONFINTEA V: A UNESCO (United Nations Educational, Scientific, and Cultural Organization)-Led Conference on Adult Learning in the Perspective on Lifelong Learning" (Paul Belanger); "International Expert Seminar: Methods of Comparative Andragogy" (Margaret Charters); and "International Expert Seminar on Comparative Andragogy" (Margaret Charters). Lists of participants at the two expert seminars are provided. Appended are UNESCO's Hamburg Declaration on Adult Learning and UNESCO Agenda for the Future. (MN)

ED 430 119   CE 078 627

Looking Back/Looking Forward. 1999 Tenth Anniversary Report.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Workforce Development.
PUB DATE- 99
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advisory Committees; Early Parenthood; Education Work Relationship; Educational Needs; Educational Policy; Elementary Education; Elementary Secondary Education; *Equal Education; Needs Assessment; *Nontraditional Occupations; Postsecondary Education; *Sex Fairness; *Statewide Planning; *Vocational Education; *Womens Education
IDENTIFIERS- *Florida

This document outlines the mission and accomplishments of the Florida Education and Employment Council for Women and Girls. Presented first is a statement of the council's mission, which includes the following: develop public consciousness of the talents of all women; encourage women and girls to become actively involved in education and training programs leading to higher-wage occupations; support women in taking leadership roles; and act as a source of information about employment opportunities, education and training programs, and legal rights to combat discrimination against women in the workplace. Provided next is an overview of the council's activities in the following areas for the past 10 years: listening to testimony and presentations regarding areas of concern to the education

Higher Education; Partnerships in Education; *Potential Dropouts; *Service Learning; *Student Participation; Success

This booklet provides the knowledge and tools college and university students and their professors need to develop a partnership with organizations that work with children who are potential dropouts. Section 1 looks at childhood in the 1990s and section 2 introduces partners who can help potential dropouts. Section 3 considers issues related to dropouts, including two major reasons students give for dropping out and what happens to high school dropouts and their impact on society. Section 4 summarizes prevention research. It describes four assets identified as found in successful children--social competence, problem-solving skills, autonomy, and sense of purpose--and discusses "protective factors" that can facilitate healthy development of positive assets: caring and support, high expectations, and opportunities for meaningful participation. Section 5 addresses ways for college and university students to help. It discusses significant differences between community service and service learning and describes the service learning framework and its four components: preparation, action, reflection, and celebration. Section 6 describes a process for establishing an effective partnership: find partners, set objectives, do it, evaluate, and celebrate. Section 7 provides eight profiles of excellent college and university community service and service learning partnership programs. Contact information is provided. Contains 10 references and 8 additional resources. (YLB)

ED 430 137 CE 078 664

England, Ande; Spence, John
Reflection: A Guide to Effective Service Learning. Linking Learning with Life.
SPONS. AGENCY- Corporation for National Service, Washington, DC.
PUB DATE- 99
NOTE- 33p.; For related documents, see CE 078 654-667. Illustrations and colored type may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Elementary Secondary Education; *Learning Processes; *Professional Development; *Reflective Teaching; *Service Learning; Teacher Characteristics; Teacher Qualifications
IDENTIFIERS- *Reflective Practice

This book examines the issues involved in creating reflective learning environments and raises questions that will help guide individuals' development as facilitators of learning. Section 1 looks at reflection as the core of learning. Section 2 describes the three stages in the reflective process: creating, observation, and analysis of the environment. Section 3 provides examples of reflective activities that can meet the needs of diverse learners: interactions, introspections, initiatives, and interpretations. Section 4 describes the process of reflective questioning in service learning. Questions are suggested for each of the three stages: preparation, action, and reflection. A graphic illustrates the cyclical nature of reflective service-learning projects. The process of reflective questioning is also condensed into a chart. Section 5 lists the skills and abilities the reflective facilitator uses to create the most effective learning targets the Mid-Suffolk Tech-Prep Consortium, one of two tech prep programs in Suffolk County, an area of 911 square miles with about 1.5 million residents. It focuses on three areas that allowed the program to position itself to further transform the region by serving as a conduit between educational and business communities: BOCES as a tech prep fiscal agent, collaboration with the Long Island Association, and curriculum development in high tech areas. The fourth case study discusses the Tech-Prep Consortium of Queens, which created articulated 4-year seamless curricula in three career cluster. It describes three features: transition to college sequence of activities and services, staff development, and instructional materials development. Contact information is appended. (YLB)

ED 430 155 CE 078 715

Springer, Stephen B.
Modified Video Course Methodology for Distance Learning.
PUB DATE- 99
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Programs; Delivery Systems; *Distance Education; *Educational Technology; Higher Education; Program Development; Program Effectiveness; *Teaching Methods; *Videotape Recordings; *Vocational Education
IDENTIFIERS- Southwest Texas State University

In recent years, colleges have made extensive efforts to provide distance learning opportunities for adult students. At Southwest Texas State University, a required course in the Occupational Education program has been delivered in a modified video format. The video was made of an actual class being taught in a production studio. The main difference in the traditional use of a video course and this modified video course was that, instead of copies of the video being distributed to the students in the course, the video was packaged and shown to several remote live classes during the same week it was produced. Students who viewed the video at remote sites could communicate with the professor by telephone, e-mail, fax, actual appointments, regular mail, and through submission of homework and questions to a monitor at each remote site. The night monitor system was one of the unique features of the modified system. The monitor showed the video at each site, collected homework and assisted students with basic information. He or she also maintained weekly contact with the instructor through assisting with filming of the live video as well as discussion with the instructor. In order for the program to work, there must be competent monitors, reliable video equipment, strict classroom rules, and ease of communication with the instructor. The modified video method provides an alternative for students that is less expensive, offers some degree of interaction, and still promotes a classroom environment. (KC)

ED 430 156 CE 078 717

Collins, Lisa
Annotated Bibliography of Welfare Reform and Welfare to Work Resources. Program Resources.
SPONS. AGENCY- National Inst. for Literacy, Washington, DC.
PUB DATE- 99

development of professional psychology. The paper concludes with a list of the 13 guidelines for the "good profession," originally prepared by Fillmore Sanford. (Contains six references and a sample dossier.) (EMK)

ED 430 176 CG 029 259

Schneider, Barbara; Stevenson, David
The Ambitious Generation: America's Teenagers, Motivated but Directionless.
PUB DATE- 99
NOTE- 360p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Academic Aspiration; *Adolescents; Career Choice; Career Counseling; *Career Development; *College Bound Students; College Choice; Education Work Relationship; Noncollege Bound Students; *Occupational Aspiration; Parent Child Relationship; School Guidance; Secondary School Students; Student Development; *Student Motivation; Vocational Interests

This volume is largely based on data from the Sloan Study of Youth and Social Development, a 5-year study begun in 1989 when many of the students were in eighth grade (n=7,000). This account presents good news and bad news about our teenagers. Contrary to prevailing notions, theirs is the most ambitious generation yet, but because schools and parents do a poor job of directing them, many take the wrong courses, choose the wrong colleges, and often finish college with neither job skills nor specific career goals. Besides a large-scale survey, students were interviewed over 5 years, and data from other sources are integrated into this work. Chapter 1, "Ambitious Adolescents," provides a case example of a typical teen, which serves to focus the research issues. Part 1 compares students from the 1950s and 1990s and includes chapters: (2) "Imagining the Future"; (3) "Trying to Make It with a High School Diploma"; and (4) "The Importance of Aligned Ambitions." Part 2 discusses "The Formation of Aligned Ambitions" in these chapters: (5) "Channeling Ambitions in High School"; (6) "Families and the Shaping of Aligned Ambitions"; (7) "Teenage Work and Internships"; and (8) "Being Alone and Being with Friends." Part 3, "Defining a Pathway," includes: (9) "The Ambition Paradox"; and (10) "Supporting the Development of Aligned Ambitions." Appendixes are: (A) The Alfred P. Sloan Study of Youth and Social Development; and (B) Logistic Regression Models. (EMK)

ED 430 177 CG 029 260

Gibbs, Jeanne
Rather than "Fixing Kids"--Transform the Environment.
PUB DATE- 98
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adjustment (to Environment); Change Strategies; Children; *Educational Environment; Elementary Secondary Education; Humanistic Education; *Humanization; *Interpersonal Competence; Psychological Needs; Resilience (Personality); Social Environment

The philosophy of "Tribes" and the process of the "Tribes Learning Community" are described. The mission of Tribes is:

with girls more likely to exhibit stress than boys. The current analysis examined whether male and female street youth living in a large Brazilian city differ in their family situation and in their adjustment to the street. Some family variables differed for females and males in ways predicted by the cultural hypothesis. However, examination of current functioning did not support the view that girls are more distressed than boys on the street. Furthermore, boys and girls did not differ dramatically on most variables measured in this study, suggesting that their experiences have much in common. (Contains five tables.) (MKA)

ED 430 196 CG 029 288

Tramonte, Michael R.
Homicide Crisis Intervention in a Multicultural School Setting.
PUB DATE- 99
NOTE- 27p.; Paper presented at the Annual Convention of the National Association of School Psychologists (31st, Las Vegas, NV, April 6-10, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beliefs; Bias; Community Influence; *Crisis Intervention; Cultural Influences; *Cultural Pluralism; Death; Delivery Systems; Diversity (Student); *Educational Environment; Elementary Secondary Education; Family (Sociological Unit); Grief; *Homicide; Intervention; School Psychologists; Therapy
IDENTIFIERS- Criminal Justice System; Multicultural Counseling; Survivors

This paper summarizes information concerning homicide crisis intervention in a multicultural school that would be useful for school psychologists. School psychologists are encouraged to be introspective about their own beliefs about death, grief, and multiculturalism. This paper discusses the eight factors to consider when providing services to multicultural students, parents, and communities as well as 10 commonly reported cultural biases about multicultural counseling and development. Basic information about homicides is summarized. Eight characteristics that survivors of homicide victims experience such as delayed, exaggerated, and complicated bereavement are listed and discussed. Information about assessment and therapy is provided. A discussion of cross-cultural service delivery warns school psychologists to be aware of sources of cultural identities, as well as attitudes and beliefs shaped by culture. Examples of culture influences are provided. Within a section of the paper devoted to multicultural homicide survivor service considerations the following issues are discussed: community and cultural influences; survivors' characteristics; criminal justice system; therapy. This paper concludes with a list of specific suggestions for helping homicide survivors. Appendix A provide death awareness, grief awareness, and multicultural awareness questionnaires. Appendix B is a list of addresses of helpful support systems with information on homicidal bereavement. (Contains 38 references.) (MKA)

ED 430 197 CG 029 289

Tramonte, Michael R.

each grade level teacher kindergarten through second grade. The teachers are interviewed as to their philosophy, style and methodology of teaching reading using explicit phonics instruction. The research method used is qualitative. Data gathering, evaluation and results are coded to ensure interviewed and research subjects confidentiality and anonymity. The implications of this study are to add to the existing research that the learning of the phonological structure of a word through use of phonetic decoding skills determines the success of the emergent reader kindergarten through second grade. An appendix contains unnumbered charts and tables of data, teacher interview questions and responses, a reading diagnosis chart, and several word lists. Contains 26 references. (RS)

ED 430 216 CS 013 568

Swartz, S. L.; Shook, R. E.
Reading Recovery in California, 1991-96. Technical Report.
PUB DATE- 96
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Reading; *Early Intervention; Grade 1; Inservice Teacher Education; Primary Education; *Reading Difficulties; Reading Research; Teacher Attitudes; Tutorial Programs; *Tutoring
IDENTIFIERS- *California; *Reading Recovery Projects

Providing one-to-one tutoring, five days per week, 30 minutes a day, by specially trained teachers, Reading Recovery is an early intervention program designed to assist children in first grade who are having difficulty learning to read and write. A program overview gives background information on different facets of the program. Illustrating the research results and the Reading Recovery lesson, it also discusses program implications. A section is devoted to comments from parents, teachers, and administrators who were a part of the program. (Contains 30 references; a list of 3 regional training sites for teacher leaders; and a list of 76 training sites for teachers.) (SC)

ED 430 217 CS 013 569

Whitehead, Joan Ferguson
Effect of the Reading Renaissance Approach or a Traditional Basal Approach on Reading Achievement in Third Grade.
PUB DATE- 99
NOTE- 47p.; Education Specialist Research Report, Mercer University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Comparative Analysis; Grade 3; *Instructional Effectiveness; Primary Education; *Reading Achievement; *Reading Instruction; Reading Research
IDENTIFIERS- *Reading Renaissance

The purpose of this study was to investigate the differences of third grade students' reading achievement who have experienced the Reading Renaissance approach to reading instruction (a comprehensive program that balances a reading curriculum with an intensive regimen of reading practice, proven motivational techniques, and state-of-the-art technology) as compared to

Carroll, Sheila Dailey
Storytelling for Literacy.
PUB DATE- 99
NOTE- 7p.; Paper presented at the Annual Meeting of the Michigan Reading Association (43rd, Grand Rapids, MI, March 13-16, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Literacy; *Adult Reading Programs; Elementary Secondary Education; *English (Second Language); Folk Culture; *Listening Comprehension; *Oral Reading; *Story Telling

Suggesting that the continuing rise in illiteracy is due to the decrease of simple forms of communication including conversation, stories, songs, and rhymes, this study investigated the possibility of reestablishing the connection between literacy and orality through education, especially with English-as-a-second-language (ESL) students and with developmentally impaired adults. A study explored the effectiveness of using storytelling in the forms of folktales, family stories, and personal experiences to facilitate literacy learning over a six-month period. In the first three months, a class of ESL students (all Chinese) was given assignments to tell personal experiences and family stories, usually about their mother country, in class. In the second three months, a reading class of developmentally impaired adults was instructed to tell fables. Results indicated that both groups: (1) gained confidence in speaking in a group; (2) attained greater mastery of the language; and (3) increased comprehension (exhibited by the stories retold), higher self-esteem, and more friendships through an increased ability to communicate personal values. (Contains 10 references.) (SC)

ED 430 235 CS 216 699

Navigating the Map: Communication Arts. Elementary. Spring 1998 Assessment.
PUB DATE- 99
NOTE- 66p.; For middle school and high school assessments, see CS 216 700-701.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Grade 3; Performance Based Assessment; Primary Education; *Reading Achievement; *Reading Tests; Student Writing Models; *Test Coaching; *Test Construction; Test Wiseness; *Writing Evaluation; *Writing Tests
IDENTIFIERS- *Missouri Assessment Program

Designed to give primary school teachers some of the tools necessary to prepare their students to do well on the performance based Missouri Assessment Program (MAP), this booklet provides released items from the 1997-1998 MAP Communication Arts test. MAP consists of three reading passages followed by constructed-response items, a formal writing portion in which students respond to a prompt related to the general theme of the reading passages, and an "off-the-shelf" reading and language arts test. The first section of the booklet includes the released grade 3 reading passages, released items that go with those passages, the scoring guides used to score the items, and sample student work at each score point. The final section presents brief descriptions of 48 tips regarding reading, writing, and test-taking for teachers to use with censorship of books; and how to conduct discussions about controversial issues. Activity sheets in the units guide students in: producing objective accounts, media viewing and group discussions, sending letters to their parents about issues, and giving persuasive speeches. The guide also contains an annotated bibliography on the "Schoolbook Protest Movement." Appendixes include an essay titled "Lessons Learned from Three Schoolbook Protests" (Edward B. Jenkinson); a censorship paper; and an informative paper, both written by students. (NKA)

ED 430 256 CS 216 739

Jenkinson, Andrea
Improve Student Reading and Writing. Sentence-Combining Activities for Elementary and Secondary Teachers. Working with Language Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 107p.; See CS 216 737-740 for the 4 books in the series.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Class Activities; Classroom Techniques; Elementary Secondary Education; Learning Activities; *Reading Improvement; Reading Writing Relationship; *Sentence Combining; Student Improvement; *Writing Improvement
IDENTIFIERS- ERIC

This teaching guide urges the use of sentence combining as a technique to improve both the reading and the writing of students. The guide offers practical activities in sentence combining in forms that will make classroom teaching more interesting for the instructor and elicit more productive work from the student. The guide is divided into the following six chapters: (1) "The Promise of Sentence Combining"; (2) "Using Sentence Combining in the Classroom"; (3) "Providing Signals: Cued Sentence-Combining Exercises"; (4) "Open Sentence-Combining Exercises: From Sentence to Paragraph to Discourse"; (5) "One Researcher's Sequence: Sentence-Combining Exercises for Elementary Students"; and (6) "A Brief Summary of Research." Contains 52 references and a 47-item annotated bibliography of related resources in ERIC. (NKA)

ED 430 257 CS 216 740

Jenkinson, Edward B.; Jenkinson, Andrea
Writing as a Process of Discovery--A Practical Plan. Structured Theme Assignments for Grades Five through Twelve. Revised Edition. Working with Language Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 108p.; See CS 216 737-740 for the 4 books in the series.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Audience Awareness; Discovery Processes; High Schools; Middle Schools; *Student Motivation; Thematic

Paulus, Norma; Bartley, Marcia; White, Robbie; Welch, Thomas
Standards Principles for Principals. Standards for Excellence in Education.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Carnegie Corp. of New York, NY.
PUB DATE- 98
NOTE- 31p.; In: Standards for Excellence. Multimedia Kit ., see EA 029 788.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Change Strategies; Elementary Secondary Education; *Excellence in Education; Instructional Effectiveness; *Instructional Leadership; *Principals; Resistance to Change

This booklet contains essays by three principals in which they describe why they chose to organize their schools around standards and the challenges and successes they encountered along the way. It details the themes associated with the successful implementation of standards, such as continuous learning, patience, resourcefulness, creativity, supportiveness, and advocacy. Present throughout the essays is the notion that principals are the ones who place standards at the center of teaching and learning. The document is intended to provide principals guidance for implementing standards-based education and encourages principals to view themselves as critical players in improving student performance. It recounts the stories of three principals, one from an elementary school, one from a middle school, and one from a high school, and their efforts to implement standards in their schools. Each principal's account details the difficulties in instituting standards-based education and the need for hard work, community support, and teachers' endorsement. The essays touch on participatory leadership, the establishment of goals, the need for conflict management and parental support, expectations for students, a rigorous process of assessment, schoolwide portfolio meetings, inclusive leadership, the use of academies, the importance of scheduling, and the positive changes attributed to standards. (RJM)

ED 430 278 EA 029 794

DeBray, Elizabeth H.
Incentives in States' Educational Accountability Systems: Is the Assumption of Continuous Improvement Included?
PUB DATE- 99
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; Change Strategies; Educational Change; *Educational Improvement; Elementary Secondary Education; *Excellence in Education; School Effectiveness; *State Action

This paper discusses the designs and effects of emerging state-level accountability systems. It claims that in a few years' leadership work of the participants, and it discusses ways that the retreat influenced leadership development in arts advocacy. Attending the retreat were three-person teams representing the states of Colorado, Montana, Nebraska, and Wyoming. Each participant held a statewide leadership role in the arts in his or her respective state. The retreat was designed to model the theory of leadership development, giving persons an experience of one approach to leadership while at the same time honoring who they were and what they believed. The program was comprised of four sessions. The opening session focused on six different definitions of leadership. Session 2 was spent examining a hypothetical case study in which a rural community struggles with various problems. The third session explored various aspects of leadership, and the last session looked at the nature of change and the difficulties inherent in change. The retreat's impact on the participants was mostly positive. They believed that their time together had been useful and that they would be able to apply what they had learned. (RJM)

ED 430 297 EA 029 820

Valente, Michael E.
The Relationship of Organizational Health, Leadership, and Teacher Empowerment.
PUB DATE- 99
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Environment; Elementary Secondary Education; *Instructional Leadership; Leadership Qualities; *Principals; School Based Management; Teacher Attitudes; *Teacher Empowerment
IDENTIFIERS- *Chicago Public Schools IL

This paper looks at factors that affect the educational environment. It reports on a study in which survey responses were collected from 10,170 teachers in 331 Chicago schools. Results reaffirm the commonly held belief that teachers are the primary force in a school's output. However, findings indicate that the teachers' influence on a school's organizational health is statistically less significant than that of the principal. The teachers saw themselves as the main characters within the school and the determinant of the productive output, yet it was the students themselves, the organizational health of the school, and the external community that determined the educational output. The findings suggest that whereas teachers may view the principal as a deliverer of goods and services, they believe his or her task as the leader is to maintain the teachers' commitment to productivity, while drawing the parents and community into the school in a manner that the teachers find significant. Teachers also reported that the relationship between principals and teachers improves with empowerment, such as the empowerment derived from site-based management. It is recommended that when examining the educational environment, the principal's view be explored in conjunction with the teachers' outlook. (RJM)

ED 430 298 EA 029 822

Wragg, E. C.; Haynes, G. S.; Wragg, C. M.; Chamberlin, R. P.
Managing Incompetent Teachers.

misconduct, physical contact, and other behaviors. Since student confessions can be an important part of the teacher-student relationship, legal aspects of confidentiality, legal immunity, case law, the student journal, and school retreats are discussed. Chapter 6 looks at child abuse and neglect and considers statutory guidelines, inservice education, who should file a child-abuse report, and teachers and abuse. Sexual harassment is treated in the next chapter, which includes an overview of actions that constitute harassment and suggested policies for addressing reports of harassment. Other topics receiving treatment include accommodating students with special needs, extracurricular and cocurricular activities, personal conduct of professional staff, gangs, copyright law, school handbooks, and Catholic-school finances. Each chapter includes a section for reflection and discussion. (RJM)

ED 430 317 EA 029 844

Beaird, Steven; Hayes, William E.
Building an Endowment: What, Why, and How.
PUB DATE- 99
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Catholic Schools; *Educational Finance; Elementary Secondary Education; *Endowment Funds; Nonprofit Organizations; *Philanthropic Foundations; *Private Financial Support; Trusts (Financial)

This book was written for Catholic schools ready to launch an endowment or enhance an existing one. It is intended to be a resource for both Catholic elementary- and secondary-school administrators including principals and presidents, board members, development professionals, and alumni/ae. The volume outlines the three primary sources of funding for Catholic schools--tuition, fundraising, and endowment--and highlights the importance of having an endowment to keep tuition rates competitive. It discusses what an endowment is and why it is necessary for a school to have one. The steps for building an endowment include endowment promotion, who should support the endowment, who should ask for support, and techniques for soliciting annual, capital, and endowment gifts. The text then addresses ways to increase the endowment, the need to have recognition societies for those who give large gifts or who include the school in their wills, tracking planned gifts, the role of the planned-giving committee, and planned-giving policies. The last chapter outlines ways to protect the endowment. Appendices present examples of personal-solicitation presentation materials, a school's mission statement, will-bequest provisions, endowment-fund recognition opportunities, standards for reporting planned giving, and gift policies. (RJM)

ED 430 318 EA 029 845

Groome, Thomas H., Ed.; Corso, Michael J., Ed.
Empowering Catechetical Leaders.
PUB DATE- 99
NOTE- 252p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

*Interpersonal Communication; *Keyboarding (Data Entry); *Physical Disabilities; Typewriting; *Word Processing

This paper describes the development of a new technique for augmentative and alternative communication text input, commercially known as T9. T9 stands for "typing with 9 keys." The basic T9 technology is designed so that 3 or 4 letters are printed on each of 7 keys, and an 8th key is used as an unambiguous "space" key. Each keystroke designating a letter is, therefore, ambiguous. The letters can be assigned to the seven keys in alphabetical order, but significantly greater efficiency in disambiguating key sequences can be achieved by assigning the letters in the following groups: THKP, MEG, ISYV, CLOJ, ADFX, QUNW, and BRZ. Each keystroke sequence is processed with a complete database containing the spelling of a huge lexicon of words. Words that match the sequence of keystrokes are presented to the user in a list on the display. The most frequently occurring word is automatically selected unless the user presses the "select" key to select another choice. The benefits of using a reduced keyboard for meeting the communication needs of non-speaking individuals with severe motor impairments are discussed. (CR)

ED 430 338 EC 307 186

Preventing School Failure and Antisocial Behavior Fact Sheets.
PUB DATE- 98
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Failure; *Antisocial Behavior; *Behavior Disorders; *Dropout Prevention; *Early Intervention; Elementary Secondary Education; Emotional Disturbances; Integrated Services; *Prevention; Staff Development; Training
IDENTIFIERS- Utah

This packet of material contains a collection of strategies designed to prevent school failure and antisocial behavior. The collection includes: (1) "Why Are We Surprised?", which discusses the poor learning outcomes and troubling behaviors of some students with disabilities; (2) "Paying Now or Later," which addresses the cost of allowing or encouraging youth with learning and behavioral problems to drop out of school; (3) "Preventing School Dropouts," which describes essential characteristics of dropout prevention programs; (4) "What Can Be Done To Prevent School Failure and Antisocial Behavior: The Utah Example," which describes the FACT and BEST programs in Utah that provide staff training in working with students who are behaviorally challenging in less restrictive settings; (5) "Preventing Antisocial Behavior," which presents a three-tiered strategy for prevention and intervention; (6) "School-Wide Approaches to Prevention of Antisocial Behavior," which presents eight characteristics of successful schoolwide programs; (7) "Early Intervention To Prevent the Development of Antisocial Behavior," which discusses the importance of early intervention; (8) "Addressing Antisocial Behavior"; (9) "Improving School Results through Coordinated Services"; and (10) "How Two Schools Are Helping Students with Emotional and Behavioral Problems To Succeed". (Individual articles contain references.) (CR)

ED 430 339 EC 307 187

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Development; *Curriculum Design; Data Collection; *Disabilities; *Early Intervention; Educational Planning; Family Environment; *Individualized Education Programs; Interviews; Parent Participation; Preschool Education; *Student Evaluation

This guide presents a comprehensive system of intervention designed to support teachers in early childhood education in inclusive environments and to satisfy federal regulations. The components of the "On Track" program enable teachers to assess an individual child's strengths and needs both at school and at home, to discover family priorities, to plan an educational program for the child, to implement individualized therapeutic programs, and to monitor progress. The program includes both an assessment section and a curriculum section. The assessment consists of the Individual Education Plan (IEP) Assessment and the Family Interview Form. The skills measured by the assessment are organized into five developmental domains: social/emotional, adaptive, communication, physical, and cognitive. The Family Interview Form provides an opportunity for families to report what their children can do outside of school and to identify priorities for the educational plan. The curriculum includes Planning Sheets for when to gather data, Teaching Records that suggest methods and materials for targeting IEP objectives and provide a recordkeeping system to track child progress, and Progress Reports that provide an accountability system for recording the child's overall progress during the academic year. The guide provides hints for conducting an assessment and for using each of the components. (CR)

ED 430 358 EC 307 209

Chan, Benjamin; Jahnke, Lola; Thorson, Sarah; Vanderburg, Nancy
Caring for Our Children: A Study of TEFRA in Minnesota.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Rockville, MD. Office for Maternal and Child Health Services.
PUB DATE- 98
NOTE- 128p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Children; Community Programs; *Disabilities; *Family Characteristics; Family Environment; *Health Services; *Home Programs; *Long Term Care; Medical Services; *Social Services; State Programs; Tables (Data)
IDENTIFIERS- *Medicaid; Minnesota

This report discusses the outcomes of a study that investigated the characteristics of 959 families participating in the Minnesota TEFRA program, a federal Medicaid option for children with disabilities which allows caregivers to purchase support needed to keep the children in the community. Findings indicate that families of children with special needs in Minnesota use TEFRA to help finance acute care which is either not covered by private health plans or is covered, but with high co-pays and deductibles. In addition, the TEFRA option funds many long-term care supports needed by the children and their families which are not typically covered by private health plans. The varying strengths, needs, and resources of these children and their families preclude the depiction of a typical child on TEFRA.

study uses an exploratory data analysis to determine the factors within a community and within the campaign structure that have an effect on school bond election outcomes. Results from interviews reveal these factors to include: having an active citizens support committee and adequate organization; understanding of the needs of the community; effectively communicating of the needs of the schools; using campaign activities that are personal and direct; appealing to the appropriate target audience; and involving all segments of the community in all stages of the campaign. Findings suggest that school boards and administrators need to plan the amount of the bond issue and must demonstrate a good plan for managing the funds after the election. Appendices include sample research materials and interview scripts, a list of the South Dakota codified laws concerning bond elections, and specific actions for implementing an effective school finance campaigns. (Contains 43 references.) (GR)

ED 430 378 EF 005 367

Security Lighting: Crime Prevention in Schools. Architects and Building Branch. Building Bulletin 78.
PUB DATE- 93
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Crime Prevention; Elementary Secondary Education; Foreign Countries; *Lighting; Public Schools; School Policy; *School Security
IDENTIFIERS- England

Recent years have shown a rise in crimes committed in English schools necessitating the need to formulate security policies. This document examines the use of security lighting and provides guidance and technical advice on policy to assist those responsible for design, specification, purchase, installation, maintenance, operation, and management of security lighting systems for educational buildings. Concluding sections list and categorize the types of lamps and luminaries that are available, highlight case studies showing types of lighting needs of educational facilities and their associated costs, and provide a glossary of lighting terms. (GR)

ED 430 379 EF 005 369

Guide for Planning School Construction Projects in Minnesota. Revised.
PUB DATE- 99
NOTE- 171p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Facilities Design; Educational Facilities Improvement; *Educational Facilities Planning; Educational Finance; Elementary Secondary Education; Guidelines; Lighting; *Partnerships in Education; *Program Proposals; Public Schools; *School Construction; School Security; *State Legislation
IDENTIFIERS- Indoor Air Quality; *Minnesota

A 1997 report estimates Minnesota needs to spend up to $4.5

appended. Contains 41 references. (MSE)

ED 430 401 FL 025 837

Notes on Linguistics, 1998.
PUB DATE- 98
NOTE- 242p.; For the 1997 "Notes on Linguistics," see ED 415 721.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Book Reviews; Computer Software; Computer Software Development; Contrastive Linguistics; Determiners (Languages); Doctoral Dissertations; English; Greek; Language Classification; Language Patterns; *Language Research; *Linguistic Theory; Research Methodology; *Semantics; Technical Writing; *Uncommonly Taught Languages; Workshops
IDENTIFIERS- Alamblak; Bungku Tolaki Languages; Chamicuro; Kham

The four issues of the journal of language research and linguistic theory include these articles: "Notes on Determiners in Chamicuro" (Steve Parker); Lingualinks Field Manual Development" (Larry Hayashi); "Comments from an International Linguistics Consultant: Thumbnail Sketch" (Austin Hale); "Carlalinks Workshop" (Andy Black); "Implications of Agreement Languages for Linguistics" (W. P. Lehmann); and "The Semantics of Reconciliation in Three Languages" (Les Bruce). Dissertation abstracts, book reviews, and professional notes are included in each issue. (MSE)

ED 430 402 FL 025 838

Adger, Carolyn Temple, Ed.; Christian, Donna, Ed.; Taylor, Orlando, Ed.
Making the Connection: Language and Academic Achievement among African American Students. Proceedings of a Conference of the Coalition on Language Diversity in Education (January 1998). Language in Education 92.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 191p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - General (020),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Achievement; Bidialectalism; Bilingualism; *Black Dialects; Black Education; *Black Students; *Classroom Communication; *Cultural Pluralism; Educational Policy; Elementary Secondary Education; *Language Role; Language Tests; Student Evaluation; Teacher Education
IDENTIFIERS- *African Americans

Papers from a conference on the role of language in the academic achievement of African Americans include: "Language Diversity and Academic Achievement in the Education of African American Students: An Overview of the Issues" (John R. Rickford); "The Language of African American Students in Classroom Discourse" (Courtney B. Cazden); "Enhancing Bidialectalism in Urban African American Students" (Kelli Harris-Wright); "Repercussions from the Oakland Ebonics Controversy: The Critical Role of Dialect Awareness Programs" (Walt Wolfram); "Considerations in Preparing Teachers for Linguistic Diversity" (John Baugh); "The Case for Ebonics as Part of Exemplary Teacher Preparation" (Terry Meier); "Language Policy and Classroom Practices" (Geneva Smitherman); "Language, Diversity,

LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Affirmative Action; Civil Rights; *Consciousness Raising; Educational Discrimination; Employed Women; Equal Opportunities (Jobs); Equal Protection; Females; Feminism; Higher Education; Sex Bias; *Sex Discrimination; Sex Fairness; Sex Stereotypes; Sexual Harassment; Women Administrators; Women Faculty; Womens Athletics; *Womens Education; *Womens Studies
IDENTIFIERS- American Council on Education; Title IX Education Amendments 1972

This quarterly newsletter provides information about the programs, issues, and concerns, of women students, faculty, and administrators in higher education. Each of the four issues (comprising one year's worth) has several regularly appearing sections that present brief news summaries and reports covering topics such as working in academe and elsewhere, around the campus, women's studies, women of color, athletics, sexual harassment, sexual assault, resources, World Wide Web resources, and job opportunities. A column on the activities of the American Council of Education's Office of Women in Higher Education also appears in each issue. Some issues also offer a feature article that presents a more detailed discussion of a topic; two such articles appearing in this volume of the newsletter include one that focuses on the origins of the Title IX Education Amendments of 1972, which prohibit sexual discrimination in educational institutions receiving federal money, and another which presents various strategies and responses for handling sexual harassment. (MDM)

ED 430 423 HE 031 982

Montez, Joni Mina
Asian/Pacific American Women in Higher Education Administration: Doubly Bound, Doubly Scarce. Issues in Policy, No. 9.
PUB DATE- 98
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Asian Americans; *College Administration; College Curriculum; Educational Administration; Educational Policy; *Equal Opportunities (Jobs); Females; Higher Education; *Pacific Americans; *Postsecondary Education as a Field of Study; Professional Development; Schools of Education; Womens Education

This policy brief examines the issue of Asian/Pacific American (APA) women in higher education administration. It reports that APA women face the "double bind" of discrimination because of their minority status and because they are female, and that compared to other minority women fewer APA women enter the education profession. The paper argues that in order to attract more APA women to higher education administration, colleges and universities must provide training programs in educational leadership that recognize cultural and gender differentiation, and also state their commitment to providing guidance and opportunities that make it possible for APA (and other minority women) to overcome the barriers that keep them from ascending the ranks of educational institutions. Higher education curriculum planners also need to enhance educational leadership programs by focusing the curriculum more on areas such as communication skills, goal setting, mentoring and networking, and organization and preparation. The paper also maintains that

PUB DATE- 98
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Economics; Graduate Study; *Loan Default; *Loan Repayment; Paying for College; Postsecondary Education; Professional Education; Proprietary Schools; *Student Loan Programs; Tables (Data); Undergraduate Study
IDENTIFIERS- *Family Education Loan Program; *Stafford Student Loan Program

This report on student indebtedness is based primarily on a current study which is measuring the average Stafford loan balance facing students, as well as indicators of payment stress. The study is based on data on about 325,000 loans from the USA Group's entire loan servicing portfolio, which includes both subsidized and unsubsidized Stafford loans issued under the Federal Family Education Loan Program. The study examined debt levels for four borrower groups categorized by school type: four- and five-year institutions, graduate and professional schools, two- or three-year colleges, and proprietary vocational schools. Findings are detailed for the following: (1) average Stafford balances, principal only; (2) average cumulative Stafford indebtedness, including principal and accrued interest; (3) indebtedness levels, borrower distribution; (4) data suggesting that the debt burden growth is beginning to moderate; (5) minimum annual income needed to support post-school indebtedness; and (6) development of payment stress indicators, including repayment plan selection rates, repayment status and delinquency rates. Conclusions indicate that students are going more deeply into debt to finance their postsecondary education, with graduate students borrowing the most under the Stafford loan program. Detailed tables are appended. (Contains 31 references.) (DB)

ED 430 444 HE 032 034

Davis, Todd M., Ed.
Open Doors, 1997-1998. Report on International Educational Exchange.
PUB DATE- 98
NOTE- 173p.; Some pages may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Foreign Students; Higher Education; *International Educational Exchange; Student Exchange Programs; *Student Mobility; Study Abroad; Tables (Data); Teacher Exchange Programs
IDENTIFIERS- *Cooperative Institutional Research Program

This report examines current and historical data on international student mobility, based on surveys of foreign students and scholars in the United States and U.S. students in study-abroad programs and in the Cooperative Institutional Research Program. After a collection of summary tables, text and extensive data tables are organized into 11 chapters as follows: (1) overview; (2) enrollments by place of origin and academic level; (3) U.S. distribution of foreign students; (4) the economics of educational exchange; (5) foreign students by the Carnegie classification system; (6) academic and personal characteristics of foreign students; (7) student mobility worldwide; (8) destinations of U.S. students studying overseas; (9) foreign students in intensive English programs; (10)

Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Choice; College Students; Community Colleges; *Decision Making; Educational Attitudes; *Enrollment; Enrollment Trends; *High School Graduates; Higher Education; Minority Groups; Private Colleges; State Universities; Statistical Data; Tables (Data)
IDENTIFIERS- *Oregon; Oregon University System

This study identified the percentage of the Oregon high school graduating class of 1997 who attended a postsecondary institution in fall 1997 or winter 1998, their specific college choices and the reasons for such choices, and reasons for not attending for those who chose not to go to college. Telephone interviews were conducted with 400 randomly selected graduates; an additional 400 interviews were conducted with a random sample of ethnic minority graduates. It was found that 63.9 percent of the respondents in the general sample were enrolled in some form of postsecondary education in fall 1997; an additional 3.5 percent enrolled in winter 1998. Of these, 35.3 percent were attending a four-year college or university and 32.1 percent a two-year college. The study found that the major reasons for choosing or not choosing a college were related to academic reputation, costs, and proximity to home. The affordability of Oregon University System (OUS) institutions compared to other four-year college options was a major factor for students who chose an OUS institution. Three appendixes provide information on the representativeness of survey respondents, comments from survey respondents, and a copy of the survey instrument. (MDM)

ED 430 465   HE 032 056

A Plan for Course and Credit Transfer between Oregon Community Colleges and Oregon University System Institutions.
PUB DATE- 99
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Articulation (Education); College Credits; *College Transfer Students; *Community Colleges; Educational Policy; Higher Education; Institutional Cooperation; State Boards of Education; State Legislation; *State Universities; *Transfer Policy
IDENTIFIERS- *Oregon; Oregon Community College System; Oregon University System

This document presents a plan for course and credit transfer between Oregon community colleges and Oregon University System (OUS) institutions. It outlines the current and proposed policies, practices, and procedures for providing effective course and credit transfer in the state. The document also provides a summary of intersector communication and collaboration activities, examples of which include course-equivalency tables on institutional Web sites, articulation hotline telephone numbers on Web sites, an intersector Web page, an annual OUS counselor/advisor conference, an associate of arts Oregon transfer degree, regional partnerships, dual enrollment and co-admission agreements, and the Joint Boards Articulation Commission. It then describes how the State Board of Higher Education and the State Board of Education have advanced the transfer plan. Two appendixes provide a brief history of course and credit transfer accomplishments in Oregon and transfer student data. Attachments include copies of Oregon House Bill 2387 (1997), the 1998 Joint Boards Articulation group; and (4) there was no significant difference in the percentage of low-income undergraduates attending institutions in either the high- or low-state-aid groups. Thirty-eight tables detail the study's findings. Appended are a glossary and technical notes. (DB)

ED 430 485   HE 032 076

Giroux, Henry A.
Corporate Culture and the Attack on Higher Education and Public Schooling. Phi Delta Kappa Fastback 442.
PUB DATE- 99
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Philosophy; *Educational Trends; Elementary Secondary Education; Higher Education; Public Education; *Role of Education; *School Business Relationship; Trend Analysis

This monograph argues that corporate culture, power, and politics are dominating the discourse on the role of higher education and public education. Evidence is offered of the change in the role of institution president to that of a corporate manager, of the increasing vocationalization of higher education, and of an increasingly pragmatic view of accountability. This corporate discourse on schooling is seen to lack a more basic examination of the nature of knowledge, the meaning and purpose of education, and of its relationship to democracy. The paper also finds that as universities increasingly model themselves after corporations, the cost-accounting principles of efficiency, calculability, predictability, and control of the corporate order have restructured the meaning and purpose of education. The trend toward privatizing and commercializing public schools is seen to be an attempt to transform public education from a public good, benefiting all students, to a private good designed to expand the profits of investors, educate students as consumers, and train young people for low-paying jobs. The paper urges the defense of higher and public education, of teachers as public intellectual servants, and the repudiation of commodified forms of learning. (Contains 67 references.) (DB)

ED 430 486   HE 032 077

Watters, James J.; Weeks, Patricia
Professional Development of Part-Time or Casual Academic Staff in Universities: A Model for Empowerment.
PUB DATE- 99
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Ontario, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjunct Faculty; Change Strategies; *Faculty Development; Focus Groups; Foreign Countries; Higher Education; *Part Time Faculty; Participative Decision Making; Quality of Working Life; Surveys; Teacher Attitudes; Workshops
IDENTIFIERS- *Queensland University of Technology (Australia)

This paper reports on a study of part-time faculty at Queensland University of Technology (Australia) which examined concerns and universities in the state. The report examines the historical context in which this review took place, and discusses such issues as recruitment and retention, market equity, salary compression, faculty distribution, current practices of other state colleges and universities; and years of service. The study found that most faculty comments toward current pay scale were unfavorable; faculty also responded negatively to questions about state allocations of funds for higher education. Appended is a faculty salary schedule covering instructors and assistant professors and a year-of-service chart. Two new faculty pay scale proposals are also presented to the UVSC faculty senate for consideration. (CH)

ED 430 505 HE 032 097

Shaw, Kenneth A.
The Successful President: "BuzzWords" on Leadership. Series on Higher Education.
PUB DATE- 99
NOTE- 130p.; Foreword by Donna E. Shalala.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Effectiveness; College Administration; *College Presidents; Educational Innovation; Higher Education; Leadership; *Leadership Qualities; Leadership Responsibility; *Leadership Styles; Leadership Training; *Organizational Change; Participative Decision Making; *School Restructuring
IDENTIFIERS- *Syracuse University NY

The is a restructuring of Syracuse University (New York) in the 1990s case study for the process of institutional restructuring. Sucess was achieved by promoting the process as positive change and making it an opportunity to involve the community in decision making and to renew institutional values and mission, drawing national attention from institutions hoping to emulate the university's success. Chapter 1 begins the process, with a statement of the university's values, mission, and vision. Next, chapter 2 defines the tasks of leadership and discusses personal competence. Chapter 3 deals with interpersonal competence knowing the players, needed skills, dealing with conflict, and motivating others. Chapter 4 discusses group knowledge, purpose, size, functions, and skills. Chapter 5 deals with transforming an organization leading toward renewal, working with the team, and using leadership muscle. Chapter 6 talks about dealing with the public, meeting the press, and fund-raising. Chapter 7 notes lessons learned through hard experience. In the concluding chapter, some do's and don'ts are offered, as well as comments on selecting and training future leaders. Appendixes include copies of the author's newsletter and a few humorous words on maintaining one's sanity. (Some chapters contain notes.) (CH)

ED 430 506 HE 032 098

Dickeson, Robert C.
Prioritizing Academic Programs and Services: Reallocating Resources To Achieve Strategic Balance. Jossey-Bass Higher and Adult Education Series .
PUB DATE- 99
NOTE- 166p.; Foreword by Stanley O. Ikenberry. Published in Association with the USA Group Foundation.
LANGUAGE- English

DESCRIPTORS- *Appropriate Technology; Business Administration Education; Computer Simulation; *Computer Uses in Education; Courseware; Distance Education; *Educational Practices; *Educational Technology; Higher Education; Information Dissemination; Information Technology; Instructional Development; Interactive Television; Science Instruction; Second Language Instruction; *Teaching Methods; World Wide Web
IDENTIFIERS- Eastern New Mexico University; Technology Implementation; *Technology Integration; *Technology Utilization

This paper presents examples of best case practices of technology use in classes at Eastern New Mexico University (ENMU). The examples include successful and not-so-successful applications, with insights on the overall process of incorporating technology into the classroom. The paper focuses on the authors' experience in languages, business, and science. The pedagogical and epistemological impact that technology has made in courses in these areas is discussed. Topics covered include: (1) an overview of ENMU's approach to utilizing technology; (2) computer facilities and services currently available on campus; (3) current challenges, including the fact that merely providing faculty with technology and know-how does not necessarily lead to the incorporation of technology in the classroom throughout campus, and the need for dissemination of examples of appropriate uses of technology; (4) examples and experiences, including approaches to technology utilization that exemplify a wide variety of strategies; (5) extending technology used in Modern Languages to other fields, including special language-learning software, pronunciation programs, World Wide Web-based assignments, videos, presentation software, and incorporating meaningful graphic images into classroom presentations and assignments; (6) business school applications and experience, including presentation graphics and interactive television (ITV); (7) simulations in science; and (8) ITV in distance education. (DLS)

ED 430 523 IR 019 493

Best, Linda
The Nature of Teaching and Learning in the Multimedia Laboratory Classroom: Process, Activity, Problem-Solving, Engagement.
PUB DATE- 97
NOTE- 8p.; In: Mid-South Instructional Technology Conference Proceedings (2nd, Murfreesboro, TN, April 6-8, 1997); see IR 019 485.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Active Learning; Class Activities; Classroom Design; *Computer Assisted Instruction; Computer Centers; Courseware; Educational Technology; *Electronic Classrooms; Electronic Mail; *English (Second Language); Higher Education; Internet; *Learning Laboratories; Learning Processes; *Multimedia Instruction; Problem Solving; Second Language Instruction; Student Evaluation; Student Role; Teacher Role; Teaching Methods
IDENTIFIERS- Kean College of New Jersey

In Spring 1996, the author sought and received funding for a multimedia interactive laboratory classroom that would serve English as a Second Language (ESL) students at Kean College (New Jersey) from their beginning level course work through their advanced studies in composition and research. Reasons for seeking funding were many, the most compelling being the nature of teaching and learning in the college's ESL program and the

Gigi
Teacher Teams and Computer Technology.
PUB DATE- 95
NOTE- 14p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 11-14, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Algebra; Attendance; Biology; Block Scheduling; Comparative Analysis; *Computer Assisted Instruction; Educational Technology; English Instruction; Global Education; Grade Point Average; Grade 9; High Schools; *Instructional Effectiveness; Instructional Innovation; Interaction; Intermode Differences; Interviews; Secondary School Mathematics; Secondary School Science; Student Motivation; Teacher Attitudes; Teaching Methods; *Team Teaching; Teamwork
IDENTIFIERS- *Access to Technology

This research used three groups in a quasi-experimental approach to assess the combined impact of teacher teaming and computer technology on student grade point averages (GPAs). Ninth-grade students' academic achievement in each of four different subject areas (algebra, biology, world cultures, and English) was studied. Two separate treatments were investigated. The first treatment exposed one group of students to a teacher-teamed approach for these subjects using a four-period block schedule. The second treatment exposed another group of students to a combination of the same teacher-teamed approach combined with significantly improved access to computer and telecommunications technology in the school and at the participating teachers' and students' homes. A control group received the standard curriculum for these four subjects without any special accommodations for either teacher teaming or technology access. Results showed that students in the team taught group achieved higher GPAs than either the traditional school group or the group having both teacher teams and computer technology. Interviews with participating teachers uncovered impediments to the application of the computer technology. Two tables show mean excused/unexcused absences and mean grades for each subject area. Contains 25 references. (AEF)

ED 430 543 IR 019 576

Hecht, Jeffrey B.; Schoon, Perry L.
Bleeding on the Edge: Experiences from Teaching a Multimedia-Rich Course over the Internet.
PUB DATE- 98
NOTE- 6p.; Paper presented at Webnet 98 World Conference of the WWW, Internet, and Intranet (3rd, Orlando, FL, November 10, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; Computer Software; Computer System Design; *Computer Uses in Education; *Distance Education; Educational Technology; Higher Education; *Internet; Masters Programs; Teaching Methods; *Teleconferencing; Training
IDENTIFIERS- Client Server Computing Systems; Illinois State University; Web Sites

A recent master's level course in the Department of Educational rated inservice reception as highly positive, but liked it least; and found action plan development least helpful. Comparison of the pre-post survey indicated counselors had a much better grasp of tech prep knowledge and felt much more confident about their role in sharing that knowledge. The post workshop survey of activities indicated participants wanted more activities and interaction with representatives from business, labor, teachers, students, parents. Four items on the expressed major concerns instrument were cited by 13 or more participants: potential employers "buy in" to tech prep; how to maintain academic and employer standards and get numbers for tech prep; college acceptance of curricular programs; and commitment from labor unions. (Appendixes include workshop and participant-developed materials.) (YLB)

ED 430 085 CE 078 545

Broadbent, William A.
Generic Workplace Skills for Job Application, Employment Retention, and Career Promotion in Today's Economic Environment.
PUB DATE- 99
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Business Communication; Coping; Critical Thinking; *Job Application; Job Search Methods; *Job Skills; *Labor Turnover; Occupational Safety and Health; Postsecondary Education; Problem Solving; *Promotion (Occupational); Secondary Education; Skill Analysis; Teamwork; Technological Literacy; *Validity; Vocational Education; Work Attitudes; Work Environment; Work Ethic
IDENTIFIERS- *Hawaii

A study used the Vocational-Technical Education Consortium of States (V-TECS) workplace skills inventory in a validation exercise for use of the inventory in Hawaii. A facilitator reduced the size of the V-TECS instrument. The resulting document was tested using several colleagues of the principal investigator before it was used in the field. The sample was stratified in a specific way. Small business owners, site managers of franchises, and shift managers of larger firms were selected for the interview group. Opinions of persons new to management who had only recently risen from the ranks were of primary interest. From the original V-TECS material, 12 generic criteria emerged: developing an employment plan; seeking and applying for employment opportunities; accepting employment; communicating on the job; interpreting the economics of work; adapting and coping with change; solving problems and critical thinking; maintaining safe and healthy work environment; demonstrating work ethics and behavior; demonstrating technological literacy; maintaining interpersonal relationships; and demonstrating team work. The survey of 57 items organized in the 12 sections was administered to 136 individuals (131 usable responses). A five-point Likert scale was used, with 5 as the highest ranking. Most ratings were generally high. Even the lowest rated item, assess entrepreneurship skills, received an above average rating of 3.27. (Appendixes include the V-TECS Workplace Skills Inventory and Inventory as Modified and Implemented in Hawaii.) (YLB)

ED 430 086 CE 078 547

Bull, Geoff; Anstey, Michele
Adult Literacy Practices in Rural Families and Communities.

This workbook, one of six professional development manuals prepared by experienced General Educational Development (GED) instructors, is designed to assist the instructor setting up and operating a GED classroom. A pretest and posttest appear first. Each of the units begins with a list of objectives and then provides instructional material. Unit 1 explains the multiple components of the GED Test and addresses the skills array and passing score levels. Unit 2 describes the various testing measurements available to establish a skill profile for each student. Unit 3 explores the curricula for a GED program. It presents each curriculum section and reviews the performance standards for each curricula. Unit 4 examines the various teaching methodologies appropriate to GED instruction and presents some successful test-taking strategies. Unit 5 explores the classroom and student management techniques useful to the GED instructor. Unit 6 examines why state and national efforts for educational improvement have initiated the development of tracking systems for program accountability. Appendixes contain pretest and posttest answer keys, instructor self-evaluation, and student evaluation. (YLB)

ED 430 103 CE 078 581

Basics for Successful AHS Instruction: Working with Adult Learners. Quality Professional Development Project. Professional Development Manual VI.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Workforce Development.
PUB DATE- 98
NOTE- 128p.; For the trainer's guide to the Quality Professional Development Project, see CE 078 582; for the six manuals, see CE 078 576-581.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Education; Adult Educators; Adult Students; Behavioral Objectives; *Faculty Development; *High School Equivalency Programs; Instructional Materials; Learning Motivation; Pacing; Pretests Posttests; Standardized Tests; Student Motivation; *Student Records; Teaching Methods; *Test Coaching; Test Wiseness
IDENTIFIERS- *Adult High School Diploma

This workbook, one of six professional development manuals prepared by experienced Adult High School (AHS) instructors, is designed to assist the instructor setting up and operating a General Education Development (GED) classroom. A pretest and posttest appear first. Each of the seven units begins with a list of objectives and then provides instructional material. Unit 1 provides information on the background, curriculum, classroom exams, grading system, course prerequisites, half-credit courses, and diploma requirements for AHS. Unit 2 examines the need for classroom consistency, ways to inspire students to succeed, how to help students make the transition from public high school to AHS, and how to meet the challenges of course content and accountability requirements. Unit 3 explores the need for adequate record keeping and the importance of conveying to the students what is expected of them and what it means to teach in a self-paced program. Unit 4 identifies the skill areas on the High School Competency Test (HSCT) and Florida Comprehensive Assessment Test (FCAT), suggests supplemental HSCT teaching resources, test timelines, and suggestions for student preparation. Appendixes include and employment of women and girls; conducting assessments through public meetings, document reviews, interviews, symposia, and contracted studies; and formulating recommendations regarding policies and actions affecting the education and employment of women and girls in Florida. The council's accomplishments in the following areas are summarized: playing a unique advocacy role, raising awareness, and issuing annual reports. Approximately 75% of the document recaps the recommendations issued in the council's annual reports for 1990-1998. Appended are lists of former and 1998-1999 council members and staff. (MN)

ED 430 120 CE 078 629

Brown, Bettina Lankard
Distance Education and Web-Based Training. Information Series No. 379.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 101p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Constructivism (Learning); Corporate Education; Delivery Systems; *Distance Education; Educational Innovation; *Educational Technology; Internet; Telecommunications; *Training; *World Wide Web
IDENTIFIERS- *Intranets

This publication presents a compilation of information about technologies used for distance education and web-based training for practitioners in adult, career, and vocational education. It focuses on the use of technology in the following ways: (1) as an instructional tool that expands classroom walls and enables the delivery of specialized training in workplaces; (2) as a facilitator of learning based on constructivist theory, supporting cognitive development and equitable learning environments; and (3) as a strategy for development through interactive communication, critical thinking, and authentic assessment. The last section highlights some ways in which distance technology can be an impetus for educational reform. The publication includes reprints of selected articles that explore the following topics in more depth: the virtual campus, learning styles and electronic information, technology and adult learning, information management, ethical considerations in online learning, and cultural sensitivity toward diverse online learners. The paper contains 71 references. (SK)

ED 430 121 CE 078 630

Taylor, Gail, Ed.
Learning for the Workplace: Nordic and Canadian Perspectives.
PUB DATE- 96
NOTE- 129p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- Certification; Change Strategies; Comparative Analysis; Conservation Education; Distance Education; *Education Work Relationship; *Educational Needs; *Educational Objectives; Educational Practices; Educational Technology; Employment Potential; Employment Qualifications; Engineers;

environment for all learners. Section 6 lists the abilities essential to providing a well-facilitated inclusive learning environment. Section 7 provides a checklist for facilitators to use to periodically chart their development as a reflective practitioner. Section 8 suggests practice opportunities that include experience in areas that develop reflective abilities. Contains 60 recommended readings and 12 references. (YLB)

ED 430 138　　　　CE 078 665

Dunlap, Nancy Cassity
School to Work to Life. Linking Service Learning and School-to-Work. Linking Learning with Life.
SPONS. AGENCY- South Carolina State Dept. of Education, Columbia.; Corporation for National Service, Washington, DC.
PUB DATE- 98
NOTE- 46p.; For related documents, see CE 078 654-667. Colored type may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Community Education; *Education Work Relationship; Educational Change; Elementary Secondary Education; *Integrated Activities; Models; *School Community Relationship; *Service Learning; Teaching Methods

This guide describes two initiatives linking the school with the community: school-to-work and service learning. Section 1 provides a history of community education and the opportunity it provides for local citizens and community organizations to become active partners in addressing educational and community concerns. Section 2 describes the impetuses for school-to-work and service learning: Secretary's Commission on Achieving Necessary Skills (SCANS) Report, and Alliance for Service Learning in Education Reform (ASLER) standards. Section 3 describes the traditional model of school-to-work and service learning. Section 4 lists common goals of service learning and school-to-work. Tables highlight the common goals and illustrate a comparison of the SCANS skills with service learning skills. Section 5 describes the blended model; lists its benefits; and describes conceptual and operational models for work-based service learning. Section 6 lists school- and work-based components and connecting activities. Section 7 discusses how to integrate service learning into school-to-work programs. Section 8 is a compendium of activities arranged by career cluster for student activities and opportunities to participate in blended service learning and school-to-work/career/life initiatives. Section 9 lists community individuals, organizations, and agencies who are potential partners. Section 10 provides sample forms to implement the blended model. Contain 33 references and a list of 16 national organizations. (YLB)

ED 430 139　　　　CE 078 666

Swick, Kevin J.; Winecoff, H. Larry; Kemper, Richard; Rowls, Michael; Freeman, Nancy; Somerindyke, Jennifer; Mason, Janet; Williams, Terri
Service Learning and Teacher Education. Linking Learning with Life.
SPONS. AGENCY- Corporation for National Service, Washington, DC.; South Carolina State Dept. of Education, Columbia.

NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; Annotated Bibliographies; *Federal Legislation; Federal Regulation; Literacy Education; Resources; Welfare Agencies; *Welfare Recipients; Welfare Services; World Wide Web
IDENTIFIERS- *Welfare Reform; *Welfare to Work Programs

This annotated bibliography lists and describes resources that provide examples of effective programs, strategies, and other information about welfare to help adult basic literacy education practitioners cope with the requirements of new federal welfare reform and welfare-to-work legislation. The publication lists 11 sources of research findings; 6 job and career resources, including websites; and 12 additional websites that contain related information. (KC)

ED 430 157 CE 078 719

Lee, John B.; Clery, Suzanne B.
Employer Aid for Postsecondary Education. Postsecondary Education Descriptive Analysis Reports. Statistical Analysis Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 129p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; *Adult Students; *Employer Employee Relationship; *Fringe Benefits; *Paying for College; Postsecondary Education; *Private Financial Support; Student Costs; Student Financial Aid; Tables (Data)

A study examined the use of educational aid provided by employers to employees, including the types of employees and educational and training programs that employers support. Two National Center for Education Statistics data sets provided the data for the analysis: National Household Education Survey, which provides information describing all educational activities of adults, and National Postsecondary Student Aid Survey, which provides detailed information about how employers help students pay for postsecondary education. Some of the findings were the following: (1) 13 percent of adults participated in credential programs in 1995, compared with about 20 percent who participated in work-related or other structured programs; (2) 72 percent of adults employed as engineers, surveyors, or architects who enrolled in credential programs received financial assistance from their employers, compared with 50 percent of employees who were executives, administrators, and managers, 10 percent of employees who were marketing and sales workers, and 4 percent who were low-skilled manual laborers; (3) adults who worked part time were less likely to receive employer financial aid if they enrolled in credential programs (7 percent) than those who worked full time (37 percent); (4) 6 percent of all undergraduates received financial aid from their employers, averaging $932, and 13 percent of graduate and first-professional students received employer assistance averaging $2,451; and (5) male graduate students received approximately one-third more employer financial aid than female students. (The report includes 16 tables and 7 figures, a glossary, and technical notes.) (KC)

"To assure the healthy development of every child so that each has the knowledge, skills and resiliency to be successful in a rapidly changing world." Central to this approach are two paradigms: (1) "Rather than fixing kids, fix the environments of the systems contributing to and sustaining their problems"; and (2) "Rather than diagnosing and labeling weaknesses, involve teachers, parents and students to identify, appreciate and celebrate each young person's strengths and importance to self and others." Human resilience is increased when systems foster caring and supportive relationships, positive and high expectation, and opportunities for meaningful participation. School cultures containing these components assure the development of physical, emotional, cognitive, social, and moral competence. Training in social skills is provided to facilitate the "learning community." The community building process of Tribes makes it possible to create a transformational culture supportive of all students, which enhances the potential of the school to meet everyone's basic human needs and create an environment in which academic excellence is possible. (Contains nine references.) (EMK)

ED 430 178 CG 029 261

Vandegrift, Judith A.
Are Arizona Public Schools Making the Best Use of School Counselors? Results of a Three-Year Study of Counselors' Time Use. Arizona School to Work Briefing Paper #16.
PUB DATE- 99
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Guidance; Education Work Relationship; Elementary Secondary Education; *Public Schools; *School Counselors; School Guidance; *Time Management
IDENTIFIERS- *Arizona

This briefing paper provides 3-year trend data on Arizona school counselors' use of time. They hypothesis is that if career guidance were to be emphasized in the schools in accordance with the School-To-Work Act, a shift in counselors' roles could be expected to reflect more time spend on career guidance. An overview of the survey is provided including methodology and respondent characteristics. Data for each year includes counselors' allocation of time to counseling students, working with teachers and guidance curriculum, responding to crises, providing system support, and non-guidance activities. Although the pattern of time use has remained stable over three years, non-guidance and system support time have decreased in favor of guidance activities. Changes are small. Percentage of time spent in student counseling is further analyzed by issues. Counselor awareness of the School-To-Work initiative and their job satisfaction has increased. However, no significant changes in counselors' roles or duties were found in spite of considerable professional development efforts at state and local levels. These results are compared with the Comprehensive Competency-Based Guidance model, and sound practice in school counseling is discussed. Policy questions are raised. (EMK)

ED 430 179 CG 029 264

Brown, Duane
Proven Strategies for Improving Learning & Achievement.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

School Psychology in the New Millennium: Constructing and Implementing a Blueprint for Intervening in Crises Involving Disasters and/or Violence.
PUB DATE- 99
NOTE- 27p.; Paper presented at the Annual Convention of the National Association of School Psychologists (31st, Las Vegas, NV, April 6-10, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counselor Role; *Crisis Intervention; Crisis Management; Cultural Influences; Elementary Secondary Education; Models; Prevention; Safety; *School Psychologists; Secondary Education; *Violence
IDENTIFIERS- *Disasters; National Organization for Victim Assistance; Oklahoma; Task Force Approach; Traumas

This paper offers advice to school psychologists concerning the future of their profession in relation to crisis intervention. Crisis intervention will be more of a priority as the year 2000 approaches; therefore school psychologists need to expand their role and change their focus to include intervention to all children. School psychologists need to take the leadership and critical role on crisis response teams in order to implement primary, secondary, and tertiary levels of prevention. Currently, school psychologists initially intervene at the secondary or tertiary level. In the future, the concentration needs to be on primary prevention. Proactive rather than reactive crisis intervention should be emphasized and intervention should no longer be viewed as a support service but as an essential direct service. Consequently, school psychologists need to be familiar with and develop competence in immediate, intermediate, and ongoing intervention. As school-community crisis response teams are developed, school psychologists need to be a part of the planning for dealing with crises. They need to be familiar with guidelines for constructing a crisis management plan and with group crisis intervention. This paper discusses the components of an effective crisis management plan and the National Organization for Victim Assistance's recently revised intervention paradigm. Also presented is an experiential crisis/trauma awareness exercise. (Contains 49 references.) (Author/MKA)

ED 430 198 CG 029 291

Bonilla, Carlos A., Ed.; Goss, Joyce, Ed.; Lauderdale, Katherine Lynn, Ed.
Students At-Risk: Poverty, Pregnancy, Violence, Depression, and the Demise of the Traditional Family. Second Edition.
PUB DATE- 99
NOTE- 103p.; Contains color laser graphics.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Bullying; *Depression (Psychology); Divorce; Early Parenthood; Elementary Secondary Education; Family (Sociological Unit); *High Risk Students; One Parent Family; *Poverty; *Pregnancy; Pregnant Students; *Violence

third grade students who have received the traditional basal textbook approach to the teaching of reading. The sample was assigned from 2 of 11 classes of third grade students who had been heterogeneously grouped at random by school administrators. The control group was exposed to the traditional basal textbook approach to the teaching of reading while the experimental group was exposed to the Reading Renaissance approach to the teaching of reading. An independent means t-Test was performed on the posttest results and there was a level of significant difference found for the control group. The results of the analysis contradicted the hypothesis that the experimental group would show greater achievement in reading because they were exposed to the Reading Renaissance as compared to the control group who were exposed to the traditional basal textbook approach to reading instruction. Students who received the basal textbook approach to reading instruction showed greater achievement than those students in the experimental group. Results of this and further studies using matched pairs may be used by school administrators for future planning for reading instruction in the elementary school. Contains 53 references and a table of data. (Author/RS)

ED 430 218 CS 013 571

Steinley, Gary
Displacement and Knowledge Construction in Literature Reviews.
PUB DATE- 98
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; *Literature Reviews; *Psychology; Reading Comprehension; Reading Research; Scholarship; *State of the Art Reviews
IDENTIFIERS- *Paradigm Shifts

Two literature reviews are interpreted to demonstrate how they are informed by what the author labels the "displacement story," that is, a story of how one prevailing professional paradigm is replaced by another. This study demonstrates how the narration, structure, and language in each review render particular tellings of the displacement story. The authors of the first review claim a "revolution" in research about reading comprehension as the old paradigm, the behavioral, is replaced by the new, the cognitive. Authors of the second review describe a more evolutionary displacement in psychology as the study of individual cognition gives way to the study of cognition in social contexts. This study also demonstrates the "interpretation" of professional literature, as a complement to its "evaluation," and the study concludes that interpretive knowledge and skills would be beneficial to consumers' critical reading of professional articles. Contains 9 references. (Author/RS)

ED 430 219 CS 013 577

Research into Practice: An Overview of Reading Research for Washington State.
PUB DATE- 98
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.

to prepare their students for the test. (RS)

ED 430 236 CS 216 700

Navigating the Map: Communication Arts. Middle School. Spring 1998 Assessment.
PUB DATE- 99
NOTE- 72p.; For elementary and high school assessments, see CS 216 699 and CS 216 701.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Grade 7; *Middle Schools; Performance Based Assessment; *Reading Achievement; *Reading Tests; Student Writing Models; *Test Coaching; *Test Construction; Test Wiseness; Writing Evaluation; *Writing Tests
IDENTIFIERS- *Missouri Assessment Program

Designed to give middle school teachers some of the tools necessary to prepare their students to do well on the performance based Missouri Assessment Program (MAP), this booklet provides released items from the 1997-1998 MAP Communication Arts test. MAP consists of three reading passages followed by constructed-response items, a formal writing portion in which students respond to a prompt related to the general theme of the reading passages, and an "off-the-shelf" reading and language arts test. The first section of the booklet includes the released grade 7 reading passages, released items that go with those passages, the scoring guides used to score the items, and sample student work at each score point. The final section presents brief descriptions of 48 tips regarding reading, writing, and test-taking for teachers to use to prepare their students for the test. (RS)

ED 430 237 CS 216 701

Navigating the Map: Communication Arts. High School. Spring 1998 Assessment.
PUB DATE- 99
NOTE- 72p.; For elementary and middle school assessments, see CS 216 700-701.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Grade 11; *High Schools; Performance Based Assessment; *Reading Achievement; *Reading Tests; Student Writing Models; *Test Coaching; *Test Construction; Test Wiseness; Writing Evaluation; *Writing Tests
IDENTIFIERS- *Missouri Assessment Program

Designed to give high school teachers some of the tools necessary to prepare their students to do well on the performance based Missouri Assessment Program (MAP), this booklet provides released items from the 1997-1998 MAP Communication Arts test. MAP consists of three reading passages followed by constructed-response items, a formal writing portion in which students respond to a prompt related to the general theme of the reading passages, and an "off-the-shelf" reading and language arts test. The first section of the booklet includes the released grade 11 reading passages, released items that go with those passages, the scoring guides used to score the items, and sample student work at each score point. The final section presents brief descriptions of 48 tips regarding reading, writing, and test-taking for teachers to use to prepare their

Approach; *Writing Assignments; *Writing Processes; *Writing Skills
IDENTIFIERS- Meaningfulness; *Process Approach (Writing); Writing Contexts; *Writing Motivation

Offering a fresh perspective on making writing meaningful in every classroom, this guide seeks to help the teacher and the parent encourage the student writer as a thinker, not merely as a producer of a paragraph. The guide offers guidance as well as many practical activities that will help students to: organize the mind; play with ideas; find satisfaction in drafting and revising; and share papers that have gone through a process of discovery. It is divided into the following eight chapters: (1) "The Emphasis on Discovery"; (2) "Examining the Familiar"; (3) "Two Ways of Looking at People"; (4) "The Audience Responds"; (5) "Examining Events"; (6) "Defining Words"; (7) "Controlling Tone"; and (8) "Grading Themes." The guide's conclusion emphasizes that the writing process should become an opportunity to develop a personal thinking process, a growth mechanism that will stimulate participants to become more astute observers and more competent learners than when they started. (NKA)

ED 430 258 CS 216 741

Kansas Curricular Standards for Reading and Writing.
PUB DATE- 98
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Curriculum Development; Elementary Secondary Education; English Curriculum; *English Instruction; Reading Achievement; *Reading Skills; State Curriculum Guides; *State Standards; Writing Achievement; *Writing Skills
IDENTIFIERS- *Kansas

This document indicates levels of understanding and ability that all students are expected to achieve as competent readers and writers. It assists Kansas teachers in planning local curricula and assessments for reading, writing, and literature and serves as the basis for the development of state assessments in reading and writing. It presents standards, benchmarks, and indicators for reading, writing, and literature concerning student achievement at the end of 4 different levels (K-2, 3-5, 6-8, and 9-11). Contains a 95-item glossary of terms used in the document. (RS)

ED 430 259 CS 510 054

Thomson, Phillip
A Sociohistorical View of Reason and Emotion in Academic Debate.
PUB DATE- 98
NOTE- 24p.; Paper presented at the Annual Meeting of the National Communication Association (84th, New York, NY, November 20-24, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)

time, state-level policymakers will be faced with recognizing that a substantial number of schools in their states will have failed to progress toward academic standards at the rate their reform plans demand. The paper has three sections. The first part examines some of the theories around state-level policies and performance-based accountability systems and places emphasis on the role of rewards and sanctions in improving instruction. The second section, by drawing on examples of accountability systems in three states (Kentucky, Maryland, and Mississippi), illustrates how the problem with schools in the "middle" (those that are neither failing nor producing high outcomes) is seen to emerge under different accountability policy regimes. The final section offers some possible future directions, such as differentiating and targeting policies, for thinking about incentives for continuous improvement under accountability policies. The article considers some common assumptions about school governance and education policy that have emerged in the 1980s and 1990s and that underlie accountability systems and uses these assumptions to ask questions about their effects on schools in the middle. Contains 35 references. (RJM)

ED 430 279 EA 029 801

Neeld, Robin R.
District-Wide Administrator Assistance: Decreasing Suspension Rates through Clear Reporting and Utilization of Discipline Alternatives.
PUB DATE- 99
NOTE- 210p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Discipline; *Discipline Policy; Elementary Secondary Education; *Program Descriptions; Program Effectiveness; *Punishment; *Recordkeeping; Rural Schools; School Districts; Suspension; Tables (Data); Violence
IDENTIFIERS- Florida

This paper describes a program that was developed and implemented to define better the incidents used by a rural school district to report school violence to the state. The program was also designed to decrease the use of out-of-school suspension by 90 school administrators in this Florida district. Some of the strategies used for the program included inservices to instruct principals, assistant principals, and deans in accurate incident reporting and alternative actions to out-of-school suspensions. The levels of success for the program were measured by the pretest and posttest of the common base of knowledge of administrators and through direct comparison of data provided by earlier tests. Discipline action reports for each of the 35 schools under consideration were used for comparison. Results show that program objectives were met in all of the elementary and middle schools and in five of the six high schools. Eleven of the 18 elementary schools decreased their aggregate discipline rate by 1.5 percent or more; all 10 middle schools decreased their aggregate discipline rate by 8.1 percent or more; and 5 out of 6 high schools decreased their aggregate discipline rate by 9.7 percent or more. All three of the targeted schools showed a dramatic improvement in all areas. (Contains 21 appendices.) (RJM)

ED 430 280 EA 029 802

PUB DATE- 99
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; Parent Attitudes; *Principals; Student Attitudes; Teacher Behavior; *Teacher Competencies; *Teacher Effectiveness; Teaching Skills
IDENTIFIERS- England; *Incompetence

This paper discusses the problems associated with identifying incompetent teachers and it examines the lack of effort in defining incompetence and the corresponding absence of imagination in prescribing desirable traits in instruction. Described is the Teaching Competence Project, a 2-year research project undertaken in England that studied the basic question of what constitutes incompetence in the eyes of those making the judgment. It focuses on research related to head teachers (principals) and reports on an investigation of their perceptions and experiences of the problem of incompetence. It explores incompetence, operational definitions of incompetence, how teachers react to allegations of incompetence, what support was available to underperforming teachers, who else became involved, the duration of the cases, and the procedures followed. The article looks at the role of teacher-union officers and considers the types of cases encountered by union officers. It details the procedural issues and the role of the teacher unions. The article also focuses on local-education-authority officers, actions taken by the chairs of school-governing bodies, the reactions of teachers who have been alleged to be incompetent, and parents' and students' reactions to, and the steps they took when confronted with, incompetence. (RJM)

ED 430 299 EA 029 823

Borthwick, Arlene C.; Beverly, Sherman, Jr.; Burnett, Julie; Nauman, April D.; Patay, Heather Nissenson; Pistorio, Charles
School-University Partnerships and Student Voice.
PUB DATE- 99
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; Educational Environment; *Focus Groups; High Schools; School Community Relationship; *Student Attitudes; Student Empowerment
IDENTIFIERS- *Chicago Public Schools IL

This paper discusses three examples of the use of student voices to inform external-partner activities in Chicago's public schools. The text is based on a collaborative effort directed at diagnosing the needs of the Chicago schools. The article focuses on the perceptions of the probation process as reported by student-focus groups. Some of the themes that emerged from the focus groups included issues of equity, such as greater access to technology and longer school hours; mutual respect between teachers and students; the need for time management; and the pressure and stress associated with school. Also

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Catholic Educators; *Catholic Schools; Catholics; Elementary Secondary Education; Parochial Schools; *Religious Education; Study Guides; *Teacher Empowerment; Teachers
IDENTIFIERS- *Catechesis

This book is intended to help catechetical leaders stay abreast of scholarship on Scriptures, students, and informed theology. The themes of its essays vary widely--from the vision of educating for the reign of God to the practicalities of how to constitute a parish committee for catechesis. The 10 essays are divided into 3 parts. Part 1, "The Foundations of Catechesis," examines the purposes of Christian catechesis, the principles of catechesis from ecclesial documents, and the processes of catechesis. Part 2, "The People of Catechesis," discusses the parish and family as catechist, the participants in catechesis, and the person of the catechist. The last section, "The Realities of Catechesis," explores the qualities and competencies of the catechetical leader and includes details on planning and improving parish catechesis, practicalities of catechesis, the general directory for catechesis, boards of education, canon law, religious-education handbooks, gangs and religious education, due process, privacy rights, the place of liturgy in catechesis, elements of catechetical planning, sources of catechetical leadership, the art of loving, and obstacles to a balanced spirituality. It is hoped that this book will provide catechists an informed and insightful treatment of all major aspects of their ministry. (RJM)

ED 430 319 EA 029 848

Taking Responsibility for Ending Social Promotion: A Guide for Educators and State and Local Leaders.
PUB DATE- 99
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Failure; Educational Change; Elementary Secondary Education; Flexible Progression; *Grade Repetition; *Program Descriptions; School Effectiveness; Student Placement; *Student Promotion
IDENTIFIERS- Department of Education; *Social Promotion

This guide presents the Department of Education's strategy for ending social promotion in public schools. It opens with a description of social promotion and the pervasiveness and the consequences of this practice. The volume outlines the high standards that all students should be held to and emphasizes the importance of creating reliable measures of achievement against standards. The guide details how high achievement can be attained consistently through the delivery of high-quality curriculum and instruction, through the inclusion of families, and through the involvement of community stakeholders. The guide highlights the importance of starting early and providing opportunities for the preschool years. The guide calls for a renewed emphasis on early childhood and family literacy and discusses how to strengthen learning opportunities in the classroom. Some of these strategies include identifying and intervening early with students at risk of falling behind, ensuring that there is a well-prepared teacher in every

Moos, Karen L.; Hartwig, Shirley K.
Adapting Curriculum for Augumentative Communication.
PUB DATE- 97
NOTE- 4p.; Paper presented at the California State University - Northridge Annual Conference (Los Angeles, CA, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Augmentative and Alternative Communication; *Childrens Literature; Communication Aids (for Disabled); Computer Uses in Education; *Disabilities; Early Childhood Education; Enrichment Activities; *Inclusive Schools; Individualized Education Programs; *Language Acquisition; Language Skills; Mainstreaming; Speech Synthesizers; *Story Reading
IDENTIFIERS- *Story Boards

This paper describes a program for adapting literature for augmentative and alternative communication (AAC) users and students with other disabilities. The program is designed to teach specific language skills that will meet the students' Individualized Education Program goals and to be implemented on a daily basis by classroom instructors. The adaptations consist of specific story boards created with the Mayer-Johnson Boardmaker Program, overlays for AAC devices, and language-based enrichment activities. Stories are first presented by the speech therapist or the classroom instructor using a story board. The boards allow the children to follow along and participate while the story is being read. A Big Mack, an AAC device, is programmed with a repetitive phase. Another AAC device enables children to vocally participate through the Voice Pal Plus, which is attached to plastic animals that repeat the phrases of the story as the child picks up the animal. After the story is presented using the Story Board, enrichment activities based on the story are used to increase the students' language skills. Specific examples of adapted children's books are provided. (CR)

ED 430 340 EC 307 188

Wyatt, Helen J.
Assisting Newly Hired Special Education Teachers To Function More Effectively through Inservice Training and Mentoring on All Grade Levels.
PUB DATE- 98
NOTE- 167p.; Ed.D Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Beginning Teachers; *Disabilities; Elementary Secondary Education; *Individualized Education Programs; *Inservice Teacher Education; *Instructional Effectiveness; Mentors; Postsecondary Education; Special Education; *Special Education Teachers

This practicum was designed to assist 13 newly hired special education teachers to function more effectively. Data indicated that newly hired teachers, who were non-certified teachers, teachers who were certified but working out of their area of certification, and first year teachers, did not know how to work with children with special needs, write Individualized Education Programs (IEPs), complete referrals, hold IEP meetings with parents, or adhere to time-lines. Following

However, their family circumstances were found to be fairly reflective of average Minnesota families in terms of income, education, and geographic distribution. The study indicated that families of children with special needs incurred out-of-pocket health care costs nearly 5 times those of families without children with special needs. It concludes that the availability of TEFRA ensures that cost does not serve as a barrier to necessary health care. (CR)

ED 430 359 EC 307 210

Colorado Part C of the Individuals with Disabilities Education Act (IDEA) for Infants, Toddlers, and Their Families. Year XI (1997-1998). Annual Performance Report.
PUB DATE- 99
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- *Agency Cooperation; *Certification; Credentials; Delivery Systems; *Disabilities; *Early Intervention; Financial Support; Integrated Services; Preschool Education; Program Effectiveness; *State Programs
IDENTIFIERS- Colorado; Individuals with Disabilities Education Act Part C

This annual performance report describes the activities and progress of the Colorado Part C early childhood special education program from July 1, 1997, through September 30, 1998. It includes information on: (1) the interagency agreements for providing services; (2) agencies involved in the provision of services and other supports in early intervention; (3) issues related to interagency coordination, including statewide early childhood interagency activities, Individualized Family Service plan and service coordination, and local community interagency activities; (4) innovative service delivery models; (5) characteristics of children referred; (6) disputes; (7) issues identified through state monitoring and approaches for technical assistance; (8) the Colorado credentialing system; (9) accomplishments of the early childhood program; (10) ongoing systemic challenges; (11) sources of funding and other support; and (12) use of Part C funds. Major accomplishments of the program include the funding and development of the service coordination mentors project, formation of a workgroup to develop the strategic approach for addressing the needs of the state to implement the IDEA provision for supports and services in natural environments, the implementation of parent leadership initiatives, and the reorganization of the Part C lead agency team to emphasize the focus on assisting the communities. (CR)

ED 430 360 EC 307 213

Butler, Douglas M.
Social Skills and Problem Behaviors as Contexual Variables in African American Education: Students with and without Disabilities.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 99
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

billion to replace or improve its current educational facilities to meet the needs of its students in the future. This guide, designed to encourage and guide Minnesota school districts in enhancing student achievement and school-community partnerships, summarizes changes in laws and regulations for educational facility funding options and construction project proposals; highlights some of the latest ideas in planning and designing school sites, space design, and related issues; and examines essential considerations when designing middle level and community use/partnership spaces in schools. Minnesota state regional and local agency procedural requirements for school construction project review are included. Related issues and considerations involving the development of partnerships with community groups, public agencies, and private users; urban and rural schools; school security; indoor air quality; lighting and electrical systems; and charter and private schools conclude the guide. Major sources of information are cited at the end of each part or subpart. (Contains 10 tables.) (GR)

ED 430 380 EF 005 382

Walker, Marcia L., Ed.; Stotlar, David K., Ed.
Sports Facility Management.
PUB DATE- 97
NOTE- 268p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Athletics; *Facility Guidelines; Higher Education; Legal Responsibility; Personnel Management; Recreational Activities; Risk Management; Swimming Pools
IDENTIFIERS- Americans with Disabilities Act 1990; *Athletic Facilities; Building Maintenance; Building Security; *Facility Management; Financing Options

The numbers of both sports facility management college courses and sport and exercise facilities are increasing, along with the need for an understanding of the trends and management concepts of these facilities. This book focuses exclusively on managing facilities where sporting events occur and includes examples in physical education, athletics, recreation, health/fitness, and aquatics. It discusses planning for personnel, finances, operations, events, marketing, legal liability, and security, as well as issues involving affirmative action, gender equity, and the Americans with Disabilities Act. The two-part book first presents the basic concepts of planning and managing a sport facility, including specific case studies, followed with an in-depth examination of the management of specific areas in a facility and special groups. Appendices provides examples of legal documents, checklists and resource materials for managing aquatic areas and fitness laboratories, and a list of helpful agencies and organizations. Index. (GR)

ED 430 381 EF 005 383

Farmer, Peter J.; Mulrooney, Aaron L.; Ammon, Rob, Jr.
Sport Facility Planning and Management. Sport Management Library.
PUB DATE- 96
NOTE- 333p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For

and Assessment: Ideology, Professional Practice, and the Achievement Gap" (Asa G. Hilliard, III); and "Lessons Learned from the Ebonics Controversy: Implications for Language Assessment" (Anna F. Vaughn-Cooke). The text of the testimony of Orlando L. Taylor on the subject of Ebonics is appended. (MSE)

ED 430 403 FL 025 839

Culture in the Foreign Language Classroom: A Survey of High School Teachers' Practices and Needs. Final Report and Executive Summary.
SPONS. AGENCY- Office of Postsecondary Education (ED), Washington, DC.
PUB DATE- 99
NOTE- 164p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Classroom Environment; Classroom Techniques; *Cultural Awareness; *Cultural Education; High Schools; *Language Teachers; National Surveys; *Second Language Instruction; *Second Languages; Secondary School Teachers; Social Studies; Teacher Attitudes; Time Factors (Learning)

A national study investigated: (1) the amount of time high school foreign language teachers devote to the study of culture in language courses; (2) culture content covered in language courses; (3) strategies and materials used; (4) the extent of teacher cooperation in combining language and culture study, and whether it fosters inclusion of culture study in language courses; (5) factors encouraging social studies teachers to work cooperatively with language teachers in planning and implementing culture study opportunities for language students; and (6) the materials, staff development opportunities, and institutional support language teachers perceive as needed to teach culture more effectively. Data were gathered in a mail survey of 1,566 modern language teachers and 560 social studies teachers, and telephone interviews with 191 of the respondents. The report details both the surveys and the findings, and makes recommendations for teacher education and staff development, instructional materials and materials selection, techniques for building support of administrators and the public, and cross-disciplinary cooperation and teaching. Several areas are highlighted for future research efforts. The survey instruments are appended. Contains 20 references. (MSE)

ED 430 404 FL 025 840

Irby, Beverly J.; Lara-Alecio, Rafael; Milke, Brenda
Assessment from Multiple Perspectives for Second Language Learners: An Analysis of the Hispanic Bilingual Gifted Screening Instrument.
PUB DATE- 99
NOTE- 29p.; Paper presented at the Annual Meeting of the National Association for Bilingual Education (28th, Denver, CO, January 26-30, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingualism; Elementary Education; *Gifted; *Hispanic Americans; Limited English Speaking; *Screening Tests; *Second Languages; *Spanish Speaking; Urban Schools

APA women who aspire to positions in higher education administration must actively participate in their own development. (Contains 20 references.) (MDM)

ED 430 424 HE 031 983

Zemsky, Robert, Ed.
Coming Around.
SPONS. AGENCY- John S. and James L. Knight Foundation, Miami, FL.
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Cooperation; Educational Finance; Educational Needs; *Educational Policy; *Educational Trends; Higher Education; Private Colleges; Public Colleges; Public Policy; State Universities; *Statewide Planning
IDENTIFIERS- *Florida

This essay examines the higher education challenges facing the state of Florida in the coming decades, focusing on solutions to demographic, economic, and social issues that may be applicable to other states as well. The state's population has increased substantially since 1950 and continues to increase at a high rate, placing significant demands on public and private higher education. An aversion to tax increases in the state, the low tuition charged by state colleges and universities, and the lack of coordinated educational planning are major factors influencing higher education policy in the state. Florida needs to better utilize private colleges and universities to meet the growing educational needs of its population. Among the conclusions reached are the following: Florida needs to encourage broad public discussion of policy issues facing the state; it must seek greater mission differentiation among institutions, truth-in-pricing of higher education, institutional accountability in regard to learning outcomes, and better coordination between higher education and the business community; public policy must consider the state's independent institutions an integral part of the state system of higher education; and the state must make a greater investment in learning infrastructure. (MDM)

ED 430 425 HE 031 984

Zemsky, Robert, ed.; Wegner, Gregory R.
Wheaton College Policy Perspectives. Exemplars.
SPONS. AGENCY- John S. and James L. Knight Foundation, Miami, FL.
PUB DATE- 99
NOTE- 9p.; For a previous "Exemplar," see ED 422 775.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Administration; *College Faculty; Econometrics; *Educational Finance; Financial Problems; Higher Education; Labor Economics; Models; Private Colleges; *Revenue Sharing; *Teacher Salaries
IDENTIFIERS- *Wheaton College MA

This report describes efforts by Wheaton College in Norton, Massachusetts, to address the problem of inadequate faculty salaries by developing and implementing a "profit-sharing" plan that adjusts the faculty salary pool in relation to changes in the institution's financial well-being. It notes that faculty-foreign scholars; and (11) information about the surveys used to compile the report. Brief essays on specific aspects of international educational exchange by a variety of authors are also included. (DB)

ED 430 445 HE 032 035

Penn, Garlene
Enrollment Management for the 21st Century: Institutional Goals, Accountability, and Fiscal Responsibility. ASHE-ERIC Higher Education Report.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; Demography; *Educational Finance; *Educational Trends; *Enrollment Management; Financial Policy; Higher Education; *Long Range Planning; National Surveys; Trend Analysis

This volume addresses trends and issues in enrollment management at institutions of higher education over the last thirty years. It reviews such state-related issues as access, accountability, and dwindling financial and political support; federal government aid and regulations; public perceptions of higher education; and demographic implications. Additionally, public university administrators throughout the country were surveyed and asked to identify key elements of their enrollment management programs; to diagram administrative structures; to explain which of four models committee, coordinator, matrix, or division most closely approximated the structure at their institution; to evaluate their enrollment management program and its longevity; to discuss ethical concerns; and to provide advice to newcomers. Summarizing this information, text chapters do the following: cover demographics; define the four models of enrollment management; examine links between enrollment management and other institutional programs; review earlier enrollment management studies; examine enrollment management practices at major public universities in all areas of the country; define appropriate structure and mission; list three general goals of enrollment management; examine the value and credibility of higher education; examine how to evaluate quality; note the role of faculty; provide advice to the novice; and examine some ethical dilemmas. An appendix presents the survey sent to administrators and an interview guide. (Contains approximately 110 references.) (CH)

ED 430 446 HE 032 036

Johnson, Cynthia S., Ed.; Cheatham, Harold E., Ed.
Higher Education Trends for the Next Century: A Research Agenda for Student Success.
PUB DATE- 99
NOTE- 70p.; Funding provided by the Fetzer Institute.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Access to Education; Accountability; *Educational Trends; Futures (of Society);

Agreement, an articulation hotline list, the 1997 OUS Solution Team Report and the 1998 OUS Transfer and Articulation Status Report, and OUS internal management directives. (MDM)

ED 430 466 HE 032 057

Performance Measures and Indicators: 1998 Baseline Performance Reports for Institutions. Revised.
PUB DATE- 98
NOTE- 201p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; College Administration; College Students; *Cost Effectiveness; Diversity (Student); *Educational Quality; Evaluation; Graduation; Higher Education; *Outcomes of Education; *Performance; Professional Education; Satisfaction; *State Universities; Tables (Data)
IDENTIFIERS- Eastern Oregon University; Oregon Institute of Technology; Oregon State University; *Oregon University System; *Performance Indicators; Portland State University OR; University of Oregon

In 1997 the Oregon University System (OUS) identified four strategic goals for meeting state higher education needs: (1) strengthening the quality of instructional, research, and service programs; (2) expanding student access; (3) achieving appropriate cost effectiveness; and (4) enhancing graduates' employability. These goals guided the development of nine performance measures and indicators focusing on degree completion (six-year graduation rates), graduate abilities at degree completion, customer satisfaction, new students, student quality and diversity, graduate success and unmet state needs, external resources and entrepreneurship, state investment, and institutional management. An overview of the baseline performance of all OUS campuses found that the six-year graduation rate for entering freshmen had improved at five institutions, remained stable at one, and declined slightly for another. The pass rate for professional licensure examinations exceeded national pass rates for nearly all professional areas. The proportion of racial/ethnic minorities enrolled in regular programs increased for all OUS institutions, and the proportion of recent graduates employed or enrolled in graduate or professional school within 12 months of graduation ranged from 80 to 93 percent. Detailed reports are presented for each of the OUS institutions. (MDM)

ED 430 467 HE 032 058

Student Racial/Ethnic Diversity: Trends in Enrollment, Graduation, and Retention.
PUB DATE- 99
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Persistence; Alaska Natives; American Indians; Asian Americans; Blacks; College Freshmen; *College Students; Degrees (Academic); Diversity (Institutional); *Diversity (Student); *Enrollment; *Graduation; Higher Education; Hispanic Americans; Pacific Americans; Racial Differences; *School Holding Power; *State Universities; Tables (Data); Whites

and issues facing part-time academic staff, and led to a collaborative and dialectic process for implementing faculty-led changes. The first phase of the project involved: (1)data collection on about 800 individuals, through surveys, focus groups, interviews, and anecdotal data; (2)a daylong workshop, involving approximately 200 part-time faculty and key administrators, which focused on concerns, issues, and claims of all stakeholders and resulted in a series of recommendations and action plans; and (3)formation of action groups of part-time academic staff to work on changing the practice of part-time teaching at the institution. In a follow-up study two years later, six part-timers who had participated in the focus sessions in the first phase of the study were interviewed and 140 part-timers were surveyed. The study did not find significant improvements in the situation of part-time faculty. The paper suggests that the current situation of marginalization and dual labor forces is dominated by the market and corporate paradigms can be expected to persist unless part-timers are afforded opportunities to contribute to course development and develop their teaching skills. The study is continuing with a multi-institutional focus. (Contains 28 references.) (DB)

ED 430 487 HE 032 078

Sisley, Renee; Waiti, Danica
Te Pikaunga-Mahi Me Te Kohukihuki (Workload and Stress)=A National Survey of Maori Aste Te Hau Takitini O Aotearoa Members.
PUB DATE- 97
NOTE- 86p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Change Strategies; *College Faculty; *Cultural Differences; *Diversity (Faculty); Ethnic Groups; *Faculty Workload; Foreign Countries; *Maori (People); *Minority Group Teachers; Postsecondary Education; Questionnaires; Surveys; Tables (Data)
IDENTIFIERS- *New Zealand

In 1996 a national survey was undertaken of 24 Maori members of the Association of Staff in Tertiary Education in New Zealand. It followed an earlier study and sought to investigate further the workloads of Maori staff members and related issues. The research process gave fundamental priority to ensuring culturally appropriate research practices. Analysis of survey responses identified three major themes: institutional racism, work environment, and time and tasks. Section 1 presents the study's five recommendations, such as official acknowledgment by senior management in polytechnics, schools/colleges of education, and rural adult education programs, that Maori staff perform additional duties specific to the cultural values and beliefs of their group. Section 2 examines the aims and aspirations of Maori in institutions, and personal aims and aspirations for Maori education. Section 3 presents key findings concerning issues of cultural and institutional racism, work environment, and time and tasks. Section 4 is a quantitative analysis, with data on occupational details, student/staff interactions and instruction, and workload issues. Section 5 provides background information, including a discussion of previous research, the research methodology, the research participants, and additional data analysis. The final

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrative Change; *College Administration; Educational Change; Educational Economics; Educational Planning; Higher Education; *Needs Assessment; *Organizational Change; Policy Formation; Resistance to Change; *Resource Allocation; School Restructuring
IDENTIFIERS- *Outsourcing

This book offers a conceptual framework and a set of processes for clarifying institutional purpose and setting academic priorities that builds on the author's experience as a university president, and engages the academic community in choosing among competing demands for financial and physical resources. Chapter 1 makes the case for academic reform, citing the internal and external pressures that institutions face today. Chapters 2 and 3 focus on the steps needed for an institution to reaffirm its mission and the function of leadership in prioritizing competing demands. Chapters 4 through 8 offer specific, campus-based suggestions; they cover such topics as defining what constitutes a program; selecting appropriate criteria; measuring, analyzing, and prioritizing; anticipating process issues; and implementing program decisions. Chapter 9 presents the entire process within a systematic context, showing how academic prioritization operates when subjected to multiple and competing forces. Appendices include a list of outsourcing practices currently found in higher education, a sample process agenda adopted by a land grant university, a list of criteria for measuring administrative programs, and case-study excerpts from implementation plans of several institutions. (Contains approximately 90 references.) (CH)

ED 430 507 HE 032 099

Palomba, Catherine A.; Banta, Trudy W.
Assessment Essentials: Planning, Implementing, and Improving Assessment in Higher Education. Higher and Adult Education Series.
PUB DATE- 99
NOTE- 432p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Faculty; Community Colleges; Curriculum Based Assessment; *Educational Assessment; Educational Planning; Evaluation Criteria; *Evaluation Methods; Evaluation Research; General Education; *Higher Education; Learning Experience; Performance Factors; Research Universities; Universities

This book examines current assessment practices in higher education and offers suggestions on planning assessment programs, carrying them out, and using the results to improve academic programs. Examples from all types of institutions (community colleges, liberal arts colleges, and comprehensive, doctoral and research institutions) are used to illustrate various assessment activities. Chapter 1 presents six assessment essentials; developing learning goals and objectives; planning for assessment; involving faculty, staff, and students; selecting and designing methods; reporting and literature on computer-assisted learning. An overview of the project, from its conception to implementation, is provided. Special emphasis is placed on the facility itself as it has transformed the teaching and learning experiences of those using it. Comments about teaching and learning highlight activity and engagement, active learning, the roles of teachers and students, broadening the scope of knowledge, and assessment. The discussion includes descriptions of special class activities, software, and use of e-mail and the Internet for instruction. Information presented is applicable across content areas and skill levels. (Author/MES)

ED 430 524 IR 019 494

Buzzard, Janet; MacLeod, Laura; DeWitt, Calvin W.
Enhancing Student Learning through Electronic Communication Technologies.
PUB DATE- 97
NOTE- 6p.; In: Mid-South Instructional Technology Conference Proceedings (2nd, Murfreesboro, TN, April 6-8, 1997); see IR 019 485.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Assignments; *Business Administration Education; *Computer Mediated Communication; *Computer Software; *Computer Uses in Education; Educational Technology; Higher Education; *Interpersonal Communication; Teacher Student Relationship; World Wide Web
IDENTIFIERS- Eastern New Mexico University; Newsgroups; Search Engines; *Technology Utilization; Web Pages; Web Sites

This paper discusses several applications of technology to facilitate better synchronous and asynchronous communication between faculty members and students and among students at Eastern New Mexico University's College of Business. Topics discussed include: (1) World Wide Web pages, including programming languages, browsers, and hyperlinks; (2) electronic mail, including interactive real-time chat (IRC); (3) listservs, including use for completing homework; (4) Web phones, including Microsoft's Netmeeting conferencing software and its use in instructional television (ITV) classes; (5) newsgroups, including newsreader software, using the DejaNews search engine to search for newsgroups, and use of newsgroups for various purposes in business classes (e.g., sharing information, reviewing for a test, answering questions); and (6) other, including use of the network drive for handing out/collecting assignments and experimentation with remoting software such as PC Anywhere. Related Web sites are noted throughout. (MES)

ED 430 525 IR 019 495

Larison, Robert D.
The Lecture Really IS Dead: Using Electronic Media To Teach On-Campus Courses.
PUB DATE- 97
NOTE- 8p.; In: Mid-South Instructional Technology Conference Proceedings (2nd, Murfreesboro, TN, April 6-8, 1997); see IR 019 485.In: Mid-South Instructional Technology Conference Proceedings (2nd, Murfreesboro, TN, April 6-8, 1997); see IR 019 485.
LANGUAGE- English

Administration and Foundations at Illinois State University pushed the envelope on using instructional Internet technologies. This course utilized several in-person sessions (both on- and off-campus), e-mail, and a dedicated World Wide Web site. The majority of classes were held over the Internet using CU-SeeMe client and server software. Certain experiences (e.g., installing and configuring new software, training students to use the software, and back-up methods of instruction) were anticipated, while others had to be dealt with "on the fly" (e.g., incompatible hardware, Internet propagation delays, and synchronizing audio and video). Instructors contemplating this mode of content delivery need to be aware of the benefits and costs, especially in terms of time for instructor and student training, multiple modality and error-alternative preparation, and practice. The following conclusions are presented: (1) instructors and students need a lot of time to become familiar with the technology; (2) instructors need to plan for the unexpected and have alternative and backup methods for delivering course content; (3) instructors need to create multiple/repetitive modes of content delivery; and (4) instructors and students need to be relatively technically savvy as well as highly fault tolerant. (AEF)

ED 430 544 IR 019 577

Miller, Douglas S.
Improving Secondary Practical Computer Skills: Logo Test Scores through Graphically Designed Computer Programs and Utilization of Multimedia and Technology.
PUB DATE- 98
NOTE- 143p.; Educational Specialist Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Computer Graphics; *Computer Science Education; Computer Uses in Education; Creative Thinking; Critical Thinking; High Schools; Instructional Effectiveness; *Instructional Improvement; *Multimedia Instruction; Multimedia Materials; Pretests Posttests; Problem Solving; *Programming; Programming Languages; Questionnaires; Scores; *Skill Development; Student Attitudes; Student Motivation; Student Surveys; Teacher Developed Materials; Tests; *Thinking Skills
IDENTIFIERS- LOGO Programming Language; Technology Utilization

The intent of this project was to improve test and programming scores of 9th through 12th grade students enrolled in the Practical Computer Skills: Logo course in a north central Florida high school. An implementation program that demonstrated teacher-designed graphical computer language Logo programs, utilized multimedia techniques, and used modern computer technology was presented. The target group was a mixed secondary class of 22 students. This project was aimed at decreasing the failure percentage of students during the Logo section, as well as improving the test scores, programming assignments, and final course grade by stimulating interest and motivation, demonstrating and presenting detailed Logo programs, and utilizing technology. The overall objective of the course's Logo section was to expose students to a higher order of logical thinking skills such as critical thinking, problem-solving strategies, evaluation and analysis, and creativity. Nearly all of the project's objectives were met,

Research into Practice Series No. 1.
SPONS. AGENCY- Adult, Community, and Further Education Board, Melbourne (Australia).
PUB DATE- 95
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Case Studies; Competence; *Curriculum Development; Educational Practices; Educational Research; *Family Literacy; Foreign Countries; *Literacy Education; Models; National Curriculum; Numeracy; Rural Areas; *Rural Education; Theory Practice Relationship
IDENTIFIERS- *Australia

This booklet, which was written for literacy educators in Australia, examines selected research on adult literacy practices in rural families and communities and the implications of that research for adult literacy practice. The booklet begins with a discussion of literacy as social practice. The role of case studies in identifying factors constructing adult literacy practices is explored along with differences between the literacy practices in individual rural communities that are linked to location, social issues, economics, and history. The importance of considering literacy not just as cognitive activity but also as a social practice related to learners' habitats is emphasized. It is suggested that stakeholders interested in developing or improving adult and family literacy in specific rural communities begin by mapping the literacy practices in the community so as to establish a basis for reconceptualizing literacy as literacies arising from social practice and provide documentation of language use in the community. Concluding the booklet are a discussion of creating a responsive curriculum using Australia' s National Framework of Adult English Language, Literacy and Numeracy Competence and a table detailing the framework's aspects and stages as applied to a specific rural community. The booklet contains 22 references. (MN)

ED 430 087 CE 078 550

Luke, Carmen
Technological Literacy. Research into Practice Series No. 4.
PUB DATE- 97
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Computer Literacy; Computer Uses in Education; Distance Education; Educational Practices; Educational Research; Electronic Mail; Employment Practices; Foreign Countries; *Functional Literacy; Global Approach; Hypermedia; Information Dissemination; Information Networks; *Information Technology; Innovation; Internet; *Literacy Education; Literature Reviews; Needs Assessment; Teaching Methods; *Technological Literacy; Theory Practice Relationship; Trend Analysis
IDENTIFIERS- *Australia

This booklet, which was written for adult literacy practitioners in Australia, examines some key issues currently being raised about new information technologies and technological literacy. The following are among the topics discussed in the booklet's nine sections: innovation and dissemination (effects of videocassette recorders, computers, and the Internet on home sample educational resources for the AHS classroom, pretest and posttest answer keys, instructor self evaluation, and student evaluation. (YLB)

ED 430 104 CE 078 582

Train-the-Trainer for Adult Education. Quality Professional Development Project.
SPONS. AGENCY- Florida State Dept. of Education, Tallahassee. Div. of Workforce Development.
PUB DATE- 98
NOTE- 171p.; For the individual Quality Professional Development Project manuals, see CE 078 576-581.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; *Adult Educators; *Adult Learning; Classroom Techniques; Cognitive Style; Cooperative Learning; *Faculty Development; High School Equivalency Programs; Instructional Materials; Learning Activities; Learning Theories; Pretests Posttests; Student Characteristics; Student Evaluation; *Teacher Workshops; Teaching Methods; Test Construction; *Testing
IDENTIFIERS- Adult High School Diploma; General Educational Development Tests

This manual aids professional development adult education (AE) facilitators in conducting AE workshops using Quality Professional Development (QPD) Project materials. A workshop outline is provided. Six sections correspond to the six manuals in the training package. Section components are as follows: objectives for five or six units; activities; exercises; self-tests; informational material; worksheets; pretest; posttest; answer keys; instructor self-evaluation; and student evaluation. Section 1, Assessing the Adult Student, covers purpose of AE tests, components of a good test, administering standardized tests, interpreting test results, and testing accommodations. Section 2, Philosophy of Teaching Adult Students, addresses state framework for AE, adult learner characteristics, and classroom environment. Section 3, From Theory to Practice: Adult Instructional Methodologies, focuses on learning theories and styles, multiple intelligence, accelerated learning, whole language, Paideia, and cooperative learning. Section 4, Basics for Successful Adult Basic Education Instruction, deals with classroom, students, curriculum, and teaching and surviving as an instructor. Section 5, Basics for Successful General Educational Development Instruction, covers student assessment, curriculum, teaching and test-taking tips, and classroom and student management. Section 6, Basics for Successful Adult High School Instruction, focuses on student success, records and student management, and tests. Appendixes include a national literacy resource list and four fact sheets. (YLB)

ED 430 105 CE 078 588

Bloom, Dan; Farrell, Mary; Kemple, James J.; Verma, Nandita
The Family Transition Program: Implementation and Three-Year Impacts of Florida's Initial Time-Limited Welfare Program.
SPONS. AGENCY- Florida State Dept. of Children and Families, Tallahassee.; Ford Foundation, New York, NY.; Department of Health and Human Services, Washington, DC.
PUB DATE- 99

Foreign Countries; Information Technology; Inservice Education; International Educational Exchange; International Programs; Job Skills; Job Training; Labor Force Development; Models; Older Workers; On the Job Training; Open Education; Organizational Development; Partnerships in Education; Postsecondary Education; Retraining; School Business Relationship; Secondary Education; Sustainable Development; Technological Ad *Canada; Information Society; *Scandinavia
IDENTIFIERS- *Canada; Information Society; *Scandinavia

This book contains 21 papers from the Nordic-Canadian Learning for the Workplace Conference, which was held in Hanasaari, Espoo, Finland in June 1995. The following papers are included: "Introduction to the Nordic-Canadian Learning for the Workplace Conference" (Olli-Pekka Heinonen); "Conference Design and Process" (Diane Abbey-Livingston); "From Training to Workplace Learning: Adult Education and Organizational Learning" (Diane Abbey-Livingston); "Excerpt: Adult Education in Finland" (presented by Jorma Ahola); "Issues of Work Transitions and Training of Older Workers" (Lisa Avedon); "Studying Employability Skills in an Open Learning Environment" (Eija Bergman); "Technology and Learning: Finding the Balance" (Elizabeth J. Burge); "Labour Leadership: The Training Trust Fund Model" (John Cole); "Now that We've Come to School: On the Glorification of Training" (Patrick Flanagan); "Don't Shoot the Messenger: Creativity in Education" (Janice Gillies); "In-Service Training: A New Challenge in Swedish Advanced Further Education" (Margareta Gisselberg); "Industrial Adjustment Services: A Participatory Process for Dealing with Change" (Joakim Hermelin); "Weaving a Masterpiece: New Ways of Living, Learning and Working Together" (Kathleen Howard); "International Recognition of Engineers: The EurEta Register" (Erkki Husu); "An Effective Way to Enhance the Employability of Unemployed and Active Workers: The Joint Employability Program" (Robert Isabelle); "Education-Business Partnerships in Finland" (Tuomo Lahdeniemi); "Information Technology Change Agent" (Bengt J. Lindstrom); "Distance Education at Work" (Betty Rohdin); "Summary: Education, Training and Research in the Information Society: A National Strategy" (presented by Helena Savolainen); "Education for the Sustainable Use of Swedish Forests" (Goran Sjoberg); and "Academic Wisdom and Practical Action" (Pam Whitty). (MN)

ED 430 122   CE 078 632

Eslinger, Cathy
Colorado's School-to-Career Program. Issue Brief Number 98-8.
PUB DATE- 98
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Education; *Cooperative Programs; *Education Work Relationship; Educational Legislation; Federal Legislation; Institutional Cooperation; Postsecondary Education; Program Implementation; *School Business Relationship; Secondary Education; *State Programs; *Vocational Education
IDENTIFIERS- *Colorado; School to Work Opportunities Act 1994

Under the federal School-to-Work Opportunities Act of 1994, Colorado has created a system of partnerships linking employers and public schools. The state's School-to-Career Partnership started in October 1995 with a 5-year, $24 million grant. Grant funds are distributed by the state to local partnerships of

PUB DATE- 98
NOTE- 39p.; For related documents, see CE 078 654-667. Illustrations may not reproduce.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Benefits; Elementary Secondary Education; Faculty Development; Higher Education; Integrated Curriculum; *Preservice Teacher Education; *Service Learning; Teaching Methods

This book concerns potential and actual uses of service learning as an instructional methodology in teacher education. Section 1 discusses how service and learning are primary to practically all roles teachers play. Section 2, a rationale for service learning and teacher education, shows consistency with Goals 2000, school-to-work transition, and character education. Section 3 describes components of service learning in teacher education: planning, implementation and project monitoring, reflection and celebration, and evaluation and reporting. Section 4 addresses issues and challenges--collaboration, faculty professional development, funding, scheduling and transportation, and curriculum integration. Section 5 offers teacher education students' opinions of service learning experiences: opportunities to learn about people from different cultures; its support of individual growth; and insights gained into the persona of being a professional educator. Section 6 describes promising practices: integrating service learning in the student teaching experience or throughout the internship year, seminars, and journals. Section 7 discusses benefits in three areas: students, faculty, and program functioning. Section 8 addresses three levels of assessment: documenting the status of service learning, assessing its effectiveness in teacher education, and evaluating its impact. Section 9 offers possibilities for putting service learning into teacher education programs. Contains 18 references. (YLB)

ED 430 140   CE 078 667

Clifton, Linda; Mauney, Tammy; Falkner, Rebekah
Take a Class Outdoors. A Guidebook for Environmental Service Learning. Linking Learning with Life.
SPONS. AGENCY- Corporation for National Service, Washington, DC.
PUB DATE- 98
NOTE- 33p.; For related documents, see CE 078 654-666. Illustrations may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Community Involvement; Conservation (Environment); *Educational Finance; Elementary Secondary Education; *Environmental Education; *Integrated Curriculum; Partnerships in Education; Program Development; *School Community Relationship; *Service Learning

This guidebook focuses on the addition of environmental service learning in elementary, middle, or high school. Sections 1 and 2 describe an administrator's view of the success of service learning in her middle school and a student's opinion of her encounters with Mississippi's natural resources. Section 3 provides a rationale for environmental service learning as the best way to improve the environment, increase community

ED 430 158 CE 078 720

Ohio Students, Parents, and Teachers Speak out on Sexual Harassment.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Adult Education.
PUB DATE- 99
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- High School Students; High Schools; *Parent Attitudes; Parents; *Sex Fairness; *Sexual Harassment; *Student Attitudes; Teacher Attitudes; Teachers
IDENTIFIERS- *Ohio

A survey was taken in seven participating school-to-work regions in Ohio to find out what students, teachers, parents, and employers thought about sex equity issues. Participants included 6,173 9th-12th grade students (3,316 girls and 2,857 boys), 760 teachers, 743 parents, and 230 employers. Findings included the following: (1) up to 69 percent of students responding to the survey have experienced some form of sexual harassment (mostly student-to-student); (2) students had differed about whether they had participated in a class on sexual harassment, if they could explain the school harassment policy, and if they knew whom they would talk with if they had a complaint; (3) 84 percent of parents said they knew whom to talk with if they had a complaint; (4) teachers reported being aware of sexual harassment policies and complaint procedures; (5) only 45 percent of students reported that they would feel comfortable in reporting sexual harassment to school authorities, although 83 percent of parents said they would; (6) 20 percent of students were unsure and 37 percent said that nothing would happen to the harasser if they reported sexual harassment to a school authority, although a much higher percentage of parents and teachers thought sexual harassers would be dealt with appropriately. The study recommended that school authorities take reports of sexual harassment seriously and act responsibly, develop a sexual harassment policy for school districts, and communicate the policy to all staff, students, and parents; and create an atmosphere of trust and respect among students and staff. (KC)

ED 430 159 CE 078 724

Inoue, Yukiko
The Educational and Occupational Attainment Process. The Role of Adolescent Status Aspirations.
PUB DATE- 99
NOTE- 75p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Career Choice; *College Students; *Educational Attainment; Educational Benefits; Educational Status Comparison; High School Students; High Schools; Higher Education; *Occupational Aspiration; *Parent Influence; Parent Student Relationship; Social Status; *Socioeconomic Influences; Socioeconomic Status; *Student Educational Objectives

A study was conducted of the factors influencing status attainment, in particular socioeconomic status and parental influence on women's decisions to attend college and hold high occupational aspirations. Research using the Sewell-Haller-

PUB DATE- 99
NOTE- 309p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Achievement; Change Strategies; Elementary Secondary Education; Instructional Design; *Motivation Techniques

The purpose of this book is to give student support personnel tools that: (1) will be recognized by educators as directly related to enhancing academic performance; (2) can be used with confidence that they will have the desired impact on achievement; and (3) are culturally sensitive. Chapters contain detailed presentation of the technology as well as discussion of the technique and its uses. Topics are: (1) "Student Support Personnel, Academic Performance, and Strategic Interventions"; (2) "Improving the Achievement of Racial and Cultural Minorities Using Advocacy, Consultation, and Collaboration"; (3) "Improving Academic Achievement through Cooperative Learning"; (4) "Developing a Positive School Climate: Influencing Student Perceptions and Heightening Teacher Awareness"; (5) "A Study Skills Program;" (6) Improving Test-Taking Skills"; (7) "Time Management: An Essential Habit for Students"; (8) "Behavioral Contracting and Encouragement"; (9) "Techniques for Establishing an Environment That Encourages Academic Success"; (10) "Using Peers and Adult Volunteers as Tutors"; (11) "Achievement Motivation Groups"; (12) "Establishing Homework Support Programs"; (13) "Parenting for Academic Achievement: Promoting Resiliency and Academic Skills"; (14) "Resisting Peer Pressure to Underachieve: A Refusal Skills Group"; (15) "Helping High-Potential Underachieving Students Set Career and Educational Goals Using the Internet"; (16) "Summing Up: Principles and Practices." Appendix I includes information about ERIC and the Internet. Handouts, overheads, and figures are indexed for easy reference. (EMK)

ED 430 180 CG 029 265

Sullivan, Anna M.; King, Leonard
An Investigation into Empowering Students through Cooperative Learning.
PUB DATE- 99
NOTE- 17p.; Paper presented at the Annual Conference of the American Educational Research Association (Montreal, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); Cooperation; Elementary School Students; Foreign Countries; Group Dynamics; Humanistic Education; Intermediate Grades; *Interpersonal Competence; Learning Strategies; Resilience (Personality); *Social Behavior; Social Environment; *Social Support Groups; *Student Empowerment

This paper reports research into the effectiveness of cooperative social support groups as a means of empowering students to solve their own personal and social problems. A descriptive study using ethnographic techniques was used in the natural

This book was designed by a group of teachers and would-be teachers to let their voices be heard, their concerns aired, their suggestions heralded, and their ideas concerning students at risk be proclaimed. The following articles are presented: (1) "Children in Poverty" (Cris Fruzza, Carlos A. Bonilla, Katherine L. Lauderdale, Eric Affleck); (2) "Teen Pregnancy: The Truths and the Consequences" (Carlos A. Bonilla); (3) "Teenage Pregnancy: Where Are the Dads?"; (4) "Adolescent Depression: Crisis in Our Schools"; (5) "Torn Apart By Divorce: When a Family is Shattered to Pieces..."; (6) "The Biology of Aggression" (Carlos A. Bonilla); (7) "Nippin' Hostility in the Bud: Empowering All"; (8)"Help Me Understand" (Jennifer Cain Neal); (9) "Who's Hurting Who? Violence in Education"; (10) "Violent Homes, Violent Children" (Katherine Lynn Lauderdale). These articles provide current information and statistics that would be helpful for educators and parents. Each article includes a bibliography. (MKA)

ED 430 199 CG 029 292

Caulkins, Jonathan P.; Rydell, C. Peter; Everingham, Susan S.; Chiesa, James; Bushway, Shawn
An Ounce of Prevention, a Pound of Uncertainty: The Cost-Effectiveness of School-Based Drug Prevention Programs.
SPONS. AGENCY- Robert Wood Johnson Foundation, Princeton, NJ.; Ford Foundation, New York, NY.; Carnegie-Mellon Univ., Pittsburgh, PA.; National Science Foundation, Washington, DC.
PUB DATE- 99
NOTE- 216p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cocaine; *Cost Effectiveness; Drug Abuse; *Drug Education; Elementary Secondary Education; Models; Policy; Prevention; Program Evaluation

This book describes an analysis of the cost-effectiveness of model school-based drug prevention programs at reducing cocaine consumption. It compares prevention's cost-effectiveness with that of several enforcement programs and with that of treating heavy cocaine users. It also assesses the cost of nationwide implementation of model prevention programs and the implementation's likely effect on the nation's cocaine consumption. There is considerable uncertainty surrounding the magnitude of the effects of school-based drug prevention programs. However, a few things are clear. Nationwide implementation of a model program today is affordable, but it would not dramatically affect the course of drug use and the benefits would take years to accrue. Alternatively, the range of cost-effectiveness estimates derived for this book for prevention is comparable to that previously derived for different enforcement interventions. Furthermore, implementing model prevention programs seems to be justifiable in the sense that the benefits produced would likely outweigh the costs of the resources used. Includes tables and figures depicting results of the analysis. Ten appendixes address the implications and effects of cocaine, marijuana, alcohol, and cigarette use. (Contains 82 references.) (Author/MKA)

ED 430 200 CG 029 293

Demoulin, Donald F.
Complete Summary of a Four-Part Research Project for the "I Like Me!" Program.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Beginning Reading; Elementary Secondary Education; Ethnic Groups; High Risk Students; Low Income; Metacognition; *Reading Achievement; *Reading Comprehension; *Reading Instruction; Reading Motivation; *Reading Research; *Reading Strategies; Reading Writing Relationship; Vocabulary Development
IDENTIFIERS- Phonemic Awareness; *Washington

Focusing on eliminating the disparity of literacy between low income, ethnically or culturally diverse populations and their more advantaged counterparts, this paper describes policies and procedures on how to ensure that all children in Washington State schools attain the highest levels of literacy possible. After some background information, the first section examines theoretical and research perspectives of reading and includes discussion of background and vocabulary knowledge, comprehension, fluency, reading and motivation, considering reading materials, and reading as a developmental process. The second section considers practices that support reading development and includes research on practices and balanced instruction for beginning readers. The third section discusses reading for fourth grade and beyond and describes issues concerning teaching comprehension, metacognition, teaching strategies, vocabulary learning, and the reading/writing connection. The last section deals with children at risk and discusses beginning reading, phonemic awareness, studies that focus on comprehension, and sociocultural issues. (Contains approximately 300 references; an appendix contains 6 tables of data.) (SC)

ED 430 220 CS 013 582

Slack, Jill Berlin; St. John, Edward P.
A Practical Model for Measuring the Effect of School Reform on the Reading Achievement of Non-Transient Learners.
PUB DATE- 99
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Educational Change; *Educational Environment; Elementary Education; Longitudinal Studies; Models; *Reading Achievement; *Reading Improvement; Reading Research; Sex Differences; Teaching Methods
IDENTIFIERS- *Accelerated Schools; Louisiana Educational Assessment Program

This study investigated improvement in reading/language arts test performance by non-transient learners in three accelerated schools. The sample included sixth-grade students who remained in the same accelerated school for at least four years. The third and fifth grade readers' scores on Louisiana's criterion-referenced test were used in this investigation. Logistic regression was used to explore the relationship of several variables to improvement in reading. A three-step sequential analysis was used to assess how various factors influenced reading improvement (i.e., whether students had a higher percentile ranking in sixth grade than in third grade). The first step included individual background variables (i.e., gender, retention, age, and base test scores). The second added students for the test. (RS)

ED 430 238 CS 216 702

Communication Arts, Grades 3, 7, and 11. I: Gather, Analyze and Apply Information and Ideas. Assessment Annotations for the Curriculum Framework.
PUB DATE- 99
NOTE- 41p.; For other assessment annotations, see CS 216 703-705. For Missouri's Framework for Curriculum Development in Communication Arts K-12, see ED 410 598.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Development; Elementary Secondary Education; Grade 11; Grade 3; Grade 7; Performance Based Assessment; *Reading Achievement; *Reading Tests; *Test Coaching; *Test Construction; Test Wiseness; *Writing Evaluation; *Writing Tests
IDENTIFIERS- *Missouri Assessment Program

This document includes the left-hand column ("What All Students Should Know") and the center column ("What All Students Should Be Able To Do") from "Missouri's Framework for Curriculum Development in Communication Arts K-12." Next to these two columns has been added a column which includes assessment notes for those grade levels which will be tested in the Missouri Assessment Program (MAP). The annotations found in this column are intended to provide information to administrators, curriculum directors, and teachers concerning what is or is not "fair game" for the new statewide performance assessment in communication arts. At the top of the assessment notes column, the grade level of the test in question is identified (third, seventh, or eleventh). Below this heading, the knowledge benchmark statement from the left-handed column is repeated. Below the knowledge benchmark statement, information is given on each of the performance benchmarks found in the middle column. If the letter is followed by the words "Grade 3 (or 7 or 11) state assessment," this benchmark is considered fair game for the assessment at that level. If the benchmark is assessable on the statewide test but is not fair game for assessment until the next higher testing level, the annotation will say, "Beyond 3rd (or 7th) grade state assessment." Not all of the skills identified here as fair game for a state test will show up on the test in any given year. (RS)

ED 430 239 CS 216 703

Communication Arts, Grades 3, 7, and 11. II: Communicate Effectively within and beyond the Classroom. Assessment Annotations for the Curriculum Frameworks.
PUB DATE- 99
NOTE- 41p.; For other assessment annotations, see CS 216 702-705. For Missouri's Framework for Curriculum Development in Communication Arts K-12, see ED 410 598.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Communication; Communication Skills; Curriculum Development; Elementary Secondary Education; Grade 11; Grade 3; Grade 7; Performance Based Assessment; *Reading Achievement; *Reading Tests; *Test Coaching; Test Construction; Test Wiseness; *Writing Evaluation; *Writing Tests

DESCRIPTORS- *Critical Thinking; *Debate; Higher Education; Instructional Effectiveness; *Persuasive Discourse; *Social Influences
IDENTIFIERS- Theoretical Analysis; *Theory Development; Vygotsky (Lev S)

This paper examines the potential of sociohistorical theory for the study of academic debate. The essay describes sociohistorical theory (noting that it is most often attributed to the work of Lev Vygotsky and that contemporary scholars influenced by it include Jerome Bruner and James Wertsch), the relationship between reason and emotion from a traditional and sociohistoric view, and how sociohistorical theory provides fertile ground for theorizing about debate and critical thinking. Contains 61 references. (NKA)

ED 430 260 CS 510 055

Atkins-Sayre, Wendy; Hopkins, Sonya; Mohundro, Sarah; Sayre, Ward
Rewards and Liabilities of Presentation Software as an Ancillary Tool: Prison or Paradise?
PUB DATE- 98
NOTE- 24p.; Paper presented at the Annual Meeting of the National Communication Association (84th, New York, NY, November 21-24, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Uses in Education; Higher Education; *Instructional Effectiveness; *Lecture Method; Speech Communication; *Student Attitudes; *Visual Aids
IDENTIFIERS- *Microsoft PowerPoint

This study is presented as an exploratory research effort regarding students' perceptions of PowerPoint presentations used by college instructors in a basic Fundamentals of Public Speaking course. Data were collected to determine the outcomes in four primary areas: General Questions about PowerPoint use; Perceived Effectiveness of PowerPoint; Demographics of the Respondents; and Student Preference for Future Use. Four hundred and eighty-five (N=485) surveys were collected from participants. Respondents ranged in age from 17-57 years old with a mean age of 24. Results indicated that: (1) 29 percent of the students had been exposed to PowerPoint in other classes, and 33 percent had given presentations using it; (2) students had a higher effect for classes using PowerPoint as a lecture tool; (3) 69 percent of the students perceived PowerPoint as a cognitive aid; and (4) the use of the technology significantly increased the desire for Hispanic students and English-as-a-second-language students to want to see the technology used in other classes. (Contains 7 references and 4 tables of data; the survey instrument is attached.) (Author/RS)

ED 430 261 CS 510 056

White, Sylvia E.
The Effectiveness of Web-Based Instruction: A Case Study.
PUB DATE- 99
NOTE- 24p.; Paper presented at the Joint Meeting of the Central States Communication Association and the Southern States Communication Association (St. Louis, MO, April 7-11, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Ross, John A.; Cousins, J. Bradley; Gadalla, Tahany; Hannay, Lynne
The Effects of Course Assignment on Teacher Efficacy in Restructuring Secondary Schools.
PUB DATE- 99
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; Foreign Countries; *School Restructuring; Secondary Education; *Self Efficacy; *Teacher Effectiveness; *Teachers; *Teaching Load

This paper examines how teachers' expectations of their ability to produce student learning varies within teaching assignments. In the study described here, 359 teachers in 9 restructuring secondary schools in 1 district estimated their ability to perform common teaching tasks in 4 of the courses they expected to teach in the coming school year. Results show that teacher efficacy was lower for courses outside the teacher's subject. The findings indicate that teacher efficacy is threatened when teachers move away from their home departments, either by teaching a course outside their subject or by facilitating curriculum activities that cross departmental lines. The effects of teaching outside one's area were greater than the effects of track and grade, two course characteristics that have been linked to teacher efficacy in previous research. The study also found that teacher efficacy was influenced by teachers' leadership roles. Teachers who were expected to promote student learning across subjects had lower teacher efficacy than teachers in traditional positions of added responsibility (department heads) and teachers who were not in leadership positions. It is suggested that if reform is to succeed, reformers need to create coping structures and strategies for enabling teachers to move out of departments. (Contains 65 references and 6 tables.) (RJM)

ED 430 281 EA 029 803

James, Rhonda; Powell, Deidre
The Social Promotion Epidemic.
PUB DATE- 97
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Failure; Educational Change; Elementary Secondary Education; Flexible Progression; *Grade Repetition; Questionnaires; School Effectiveness; Student Placement; *Student Promotion; *Teacher Attitudes
IDENTIFIERS- *Social Promotion; Texas

This paper responds to President Clinton's call for an end to social promotion. The article reports on a study that examined the effects of social promotion on students, looked at alternatives to social promotion, and investigated how teachers in a representative public school district perceive social promotion. Data were gathered from 46 questionnaires filled out by employees of a junior high school in southeast Texas. Most participants reported that they believed that social promotion was practiced in their school district. A majority of the participants did not believe that social promotion either discussed are hurdles to high-school completion and student feedback designed to inform classroom change. The focus groups reinforced the need for consistent reflection, planning, and organizing and the importance of teachers having the support to try new ideas. Part of the benefit of using an external partner in evaluating a school is that the process involves all stakeholders in sharing ideas, enabling the process in which solutions to problems come from a synergy of thoughtful and caring people involved in mutual cooperation. Adding student perceptions to those of teachers and administrative staff also enhances the credibility of partner recommendations and programming. (RJM)

ED 430 300 EA 029 824

Wragg, E. C.; Haynes, G. S.; Wragg, C. M.; Chamberlin, R. P.
The Role of the Head Teacher (School Principal) in Addressing the Problem of Incompetent Teachers.
PUB DATE- 99
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Role; Elementary Secondary Education; Foreign Countries; Parent Attitudes; *Principals; Student Attitudes; Teacher Behavior; *Teacher Competencies; *Teacher Effectiveness; Teaching Skills
IDENTIFIERS- England; *Incompetence

This paper describes part of a Teaching Competence Project in which a national sample of head teachers (principals) in England supplied information about their experiences with incompetent instructors. The information was gained through interviews and questionnaires, which focused on the head teachers' experiences and roles in dealing with incompetent teachers. Questionnaires were sent to 3,017 primary and secondary head teachers. Responses were received from 1,966 heads. In addition to the questionnaires, 60 primary and secondary head teachers were interviewed. Findings revealed no single end result to allegations of incompetence. When head teachers were asked to describe what had eventually happened to the cases that were not current they reported a dozen different outcomes. In 80 percent of the cases, however, the teacher left the school for one reason or another. The largest single outcome was early retirement. The second largest group of those who left were teachers who resigned, most frequently to take a job in another school or to leave the profession altogether. The paper looks at ways the process for dealing with incompetent teachers may be improved, what heads might do differently, the need for training in dealing with incompetence, and the constraints in dealing with this particular problem. (RJM)

ED 430 301 EA 029 825

Taymans, Mary Frances
Validating the Vision: An Assessment Protocol for Mission Effectiveness, Institutional Accreditation, and Strategic Planning in the Catholic High School.
PUB DATE- 99
NOTE- 162p.
LANGUAGE- English

classroom, using research-based practices, and reducing class size. Other possible solutions to social promotion involve extended learning, such as afterschool programs, developing ways to help students who fail to meet standards, and holding schools accountable for performance and then helping them to improve. (Contains 75 references.) (RJM)

ED 430 320 EA 029 849

Hertling, Elizabeth
Performance Contracts for Administrators. ERIC Digest, Number 127.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Administrator Effectiveness; *Educational Administration; Elementary Secondary Education; Instructional Leadership; Management by Objectives; *Performance Contracts; *Personnel Evaluation; School Administration; *Superintendents
IDENTIFIERS- *ERIC Digests

This digest explores the strategy of paying school administrators based on performance contracts. A performance contract is an agreement between an administrator--typically a superintendent--and the school board that links the administrator's pay to indicators of job performance. Most commonly, performance contracts include bonuses for a job well done and, less often, salary decreases for poor performance. The digest examines which indicators, such as student achievement, should be used to evaluate administrators' performance, and it outlines the pros and cons of linking these indicators to performance. It discusses the reasons behind offering administrators performance contracts when other education employees are not compensated in this way. It details the potential benefits of performance contracts, such as the clarification of goals, the relative ease in dismissing a poorly performing administrator, and the symbolic demonstration of accountability that comes with such contracts. The final section of the digest outlines what critics say about performance contracts, particularly the worry that administrators will not be given the necessary resources to achieve their goals and the concern that if a larger paycheck is needed to motivate a superintendent then the problem may not be solvable through a contract. Contains 10 references. (RJM)

ED 430 321 EA 029 855

Webber, Bev, Comp.
Effective School Self-Management--What's Ahead? Conference Proceedings (October 1998).
PUB DATE- 98
NOTE- 104p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Comparative Analysis; *Educational Trends; *Effective Schools Research; Elementary Secondary Education; Foreign Countries; *School Based Management; School Effectiveness; *School Organization; School Policy
IDENTIFIERS- *New Zealand

inservice training, technical assistance, and the development of a special education teacher's guidebook, teachers were assigned mentors at each school site to help them become knowledgeable about their job duties. Analysis of the data revealed that the new special education teachers held IEP meetings within the timelines and turned the IEPs into the special education office in a timely manner. The teachers also individualized lessons according to the students' needs. (Contains 42 references.) (Author/CR)

ED 430 341 EC 307 189

Information and Advocacy: A Directory of Resources for New York City Children with Special Needs and Their Families.
SPONS. AGENCY- New York State Developmental Disabilities Planning Council.; New York Community Trust, NY.
PUB DATE- 98
NOTE- 187p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Child Advocacy; Children; *Community Programs; *Community Services; *Disabilities; Family Programs; Human Services; *Individual Needs; Information Sources; *Special Needs Students
IDENTIFIERS- *New York (New York)

This directory is a guide to 500 programs and services for children with special needs in New York City. Programs are listed alphabetically. When possible, each entry includes the following information: program name, address, contact information (phone, fax, e-mail), and a description which includes (when available and appropriate) the following services: class legal representation, direct services, individual advocacy/group advocacy, individual legal representation, information and retrieval, legislative advocacy, policy/research, and public awareness. Also included is information on the program's affiliation, boroughs served, ethnic/cultural focus, languages spoken, ages, fees, office hours and intake hours, organizational focus, population served, wheelchair accessibility, and available publications. Two indexes include an alphabetical index and a combined subject and special needs index. (DB)

ED 430 342 EC 307 190

Helping Students with Cognitive Disabilities Find and Keep a Job. Technical Assistance Guide 3.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 34p.; Comes as one element in a package including a booklet entitled "A Student's Guide to Jobs," and an audiotape of the same name. The booklet is appended. The audiotape is not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Autism; Developmental Disabilities; Education Work Relationship; *Employment Opportunities; High Schools; *Job Placement; Job Search Methods; *Mental Retardation; Self

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Problems; *Black Students; Elementary Education; *Emotional Disturbances; Interpersonal Communication; *Interpersonal Competence; Interviews; *Learning Disabilities; Males; Minority Group Children; Social Development; Socialization; Teacher Attitudes; *Teacher Expectations of Students
IDENTIFIERS- African Americans

This paper discusses the outcomes of a study that examined social skills as a contextual factor of African American male students with and without behavior problems. Forty-four African American male students (grades 3-5) reported three placement designations: mainstreamed with learning disabilities, mainstreamed with emotional disturbances, or general education students. The study included 22 general education teachers, participants who were homeroom teachers for special education, and a general education student participant in the mainstream classroom. Data were gathered through examiner interviews of student participants and teacher ratings of a minimum of two student participants (one special education student and one general education student). Results found no significant difference in teacher ratings of typical students and students with emotional disturbances in either social skills or problem behaviors. While there were significant differences in teacher ratings of social skills of typical students versus students with learning disabilities, no significant differences were found on problem behaviors. Additionally, there were no significant relationships when comparing teacher versus student ratings of social skills across groups. (Contains 23 references.) (CR)

ED 430 361   EC 307 214

Borden, Eileen M.
Local Variations in Least Restrictive Environment Placements for Preschool Children with Disabilities.
PUB DATE- 98
NOTE- 228p.; Ed.D. Dissertation, State University of New York, Albany.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Advisory Committees; *Compliance (Legal); *Delivery Systems; *Disabilities; Economic Factors; *Educational Legislation; *Mainstreaming; Policy Formation; Political Influences; Preschool Children; Preschool Education; Program Costs; Program Implementation; School Districts; *Student Placement
IDENTIFIERS- New York

This paper discusses the outcomes of a study that examined local response to the implementation of the least restrictive environment (LRE) provision for preschool children with disabilities within two counties in New York State during the 1994-97 school years. Open-ended interviews were conducted with four groups in each county: Committee on Preschool Special Education Chairpersons, County Representatives, Preschool Special Education Directors, and Head Start Directors. County A and B identified three factors as influential in the implementation of LRE: (1) state policy, (2) cost, and (3) organization of the Committee on Preschool Special Education. County A viewed the 1996 legislative changes as influential in affecting positive changes in the delivery system. Although the county representative was responsible for the costs of

Practitioners) - General (050)
DESCRIPTORS- *Athletics; Building Operation; Case Method (Teaching Technique); Facility Guidelines; *Facility Planning; Higher Education; Risk Management; Textbooks
IDENTIFIERS- *Athletic Facilities; Building Maintenance; *Facility Management; Marketing Strategies; Sport Management

Students of sports facilities management will need to acquire a wide variety of managerial skills and knowledge in order to be adequately prepared to plan and manage these facilities. This textbook offers students a mix of practical examples and recognized theory to help them in the planning, constructing, promoting, and managing of sports facilities. It examines topics ranging from the early history of sport facilities through to the managing of an event within a modern sport facility. The textbook offers case studies involving a wide variety of facilities, from fitness centers to race tracks to major stadiums. Students are then asked to critically analyze the cases, correcting any mistakes that may have been made, and to produce a new facility plan and management scheme that improves upon the plans presented in the case studies. Appendices provide information on the Americans with Disabilities Act; and advice on planning and developing a multipurpose sport facility, or designing and constructing a physical education facility or swimming pool. Several case studies conclude the book. (GR)

ED 430 382 EF 005 399

Poulton, Prue; Symons, Gillian
Eco School.
PUB DATE- 99
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Educational Facilities Design; *Educational Facilities Improvement; Elementary Secondary Education; Energy Conservation; Foreign Countries; Public Schools; *Student Participation; Student Research
IDENTIFIERS- United Kingdom

The Eco School information pack contains 10 sections outlining specific school areas that can be assessed by students for meeting the needs of all its users, the extent to which these areas use and abuse environmental resources, and the aesthetic contribution they make to the locality. Using this initial research, the document helps students design a school which is user-friendly, conservation conscious, and aesthetically pleasing. Student classroom activities used for each section's analysis are described, such as group brainstorming sessions; surveys, questionnaires, and interviews; and tips for model making and area planning and designing. Each section addresses specific aims and issues and contains comprehensive teachers' notes and activities for students. Additional resources are also listed in each section. Specific sections examine the following areas: overall school design; the school's entrance, grounds, classrooms, performing arts areas, indoor sports facilities, library, and dining room; waste and recycling; and energy conservation and lift design. Additionally covered are issues common to all school areas, such as access for people with disabilities and energy conservation. (GR)

ED 430 383 EF 005 400

This paper presents an analysis of the correlation between the Hispanic Bilingual Gifted Screening Instrument (HBGSI), a recently developed inclusionary gifted identification measure, and the Naglieri Nonverbal Ability Test (NNAT) when administered to Hispanic elementary school children (grades K-4) in a large urban school district in Texas. The HBGSI is a 90-item checklist to be completed by teachers, developed in response to the underrepresentation of Hispanic students in gifted education programs. Subjects were 175 children from two schools, who were native Spanish-speakers with a wide range of English language skills. Data analyses are summarized here. Results indicate that the HBGSI is a promising tool for the initial, referral phase of the gifted identification process. Contains 39 references. (MSE)

ED 430 405 FL 025 842

Lipton, Gladys C., Ed.
A Celebration of FLES: Sequential FLES, FLEX, and Immersion.
PUB DATE- 98
NOTE- 236p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Advocacy; Classroom Techniques; Elementary Education; *FLES; Global Education; *Immersion Programs; Language Aptitude; Literacy Education; Multilevel Classes (Second Language Instruction); Multiple Intelligences; Program Administration; Program Design; Reading Instruction; School Community Relationship; Second Language Instruction; Second Language Learning; *Second Language Programs; *Second Languages; Student Evaluation; Summer Programs; Teacher Attitudes; Writing Instruction
IDENTIFIERS- Georgia; Northern Kentucky University; Parent Teacher Association

A collection of essays on FLES (foreign languages in the elementary school) includes: "Public Education in America and the Implications of Foreign Language and Second Language Acquisition" (Peter Negroni); "The People Factor in the Glastonbury Public Schools" (Christine Brown); "Public Relations: Inside and Outside" (Kathleen Riordan); "The Georgia PTA Foreign Language Resolution" (Lynne B. Bryan); "Guidelines for FLES Programs" (Gladys C. Lipton); "ICAL: Variation on a FLEX Theme" (Dora F. Kennedy, Pat Barr-Harrison); "Allegro Sostenuto: A Baker's Dozen of Challenges for the Immersion Administrator" (Paul A. Garcia); "A Teacher's View of Advocacy" (Harriet Saxon); "A Salad of Language Learners" (Elizabeth Miller); "The Northern Kentucky University FLES Troupe: Reaching Foreign Language Learners of Today and Tomorrow" (Katherine C. Kurk); "Differing Abilities in the Sequential FLES Class" (Virginia L. Gramer); "We Can Teach All Students: FLES Students Rarely Fail!" (Lipton); "Mon Parcours: Letting Them Tell Their Story" (Lena L. Lucietto); "Reaching Them All via Multiple Intelligences: Floor Mapping" (Patricia R. Duggar); "Reading in Second Language Acquisition" (Gramer); "Bridging the Gap in FLES: Suggestions for the Transition to the Written Word" (Juliette Eastwick, Elizabeth Tomlinson); "A Kaleidoscope of Discovery: The Sequential FLES Program in Rutherford, New Jersey" (Harriet Saxon); "Reading the World: FLES and Global Education" (Kurk, Hilary W. Landwehr); "Is There Life After 'Simon Dit'?: Expanding Your FLES Classroom Through the Use of Learning Centers" (Astrid M. DeBuhr); "Let the Theme Draw Them In" (Suzanne Cane); "Linking Language and Context: An Example of an Interdisciplinary Approach" administration relations at the small liberal arts college had soured in the early 1990s as a result of faculty salary issues. The plan posits that as the college's resources increase or decrease relative to the mean of nine comparison institutions, Wheaton faculty salaries will change by the same margin. The "floor" of the plan stipulates that faculty salaries will increase at the rate of the consumer price index, while the "ceiling" stipulates that if Wheaton faculty salaries become equal to the mean salaries at the comparison institutions, they will not exceed that mean until Wheaton's resource base increases to within 20 percent of the average resources of the comparison institutions. The plan was successfully implemented and created a climate in which faculty began to consider themselves stakeholders in the institution's financial well being, leading to their increased participation in recruitment, retention, and fund raising. (MDM)

ED 430 426   HE 031 985

Jewett, Frank
BRIDGE: A Simulation Model for Comparing the Costs of Expanding a Campus Using Distributed Instruction versus Classroom Instruction. Documentation and Instructions.
SPONS. AGENCY- National Inst. on Postsecondary Education, Libraries, and Lifelong Learning (ED/OERI), Washington, DC.; EDUCAUSE, Washington, DC.; State Higher Education Executive Officers Association.
PUB DATE- 98
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Instruction; Colleges; *Computer Simulation; *Computer Software; Cost Effectiveness; *Cost Estimates; Costs; *Distance Education; Educational Finance; Educational Planning; Higher Education; Models; *Traditional Schools; Universities

These instructions describe the use of BRIDGE, a computer software simulation model that is designed to compare the costs of expanding a college campus using distributed instruction (television or asynchronous network courses) versus the costs of expanding using lecture/lab type instruction. The model compares the projected operating and capital costs of the two types of campuses over a period of years, with cost projections based on the values of approximately 100 parameters that describe the general context of the simulation, and the resource requirements and associated costs of the lecture/lab and mediated campuses. The instructions provide a step-by-step guide to using the BRIDGE software, including the adjustment of default settings. Five appendixes provide information on the implications of various combinations of remote sites and campus course-sharing options, average section enrollment versus average annual enrollment, faculty salary calculations, distribution of faculty effort, and BRIDGE the web site. (MDM)

ED 430 427   HE 031 986

Young, Frank
Case Studies in Evaluating the Benefits and Costs of Mediated Instruction and Distributed Learning: Synopses/Summaries of Eight Cases.
SPONS. AGENCY- National Inst. on Postsecondary Education,

Government Role; *Higher Education; Outcomes of Education; *Research Needs; *Student Development; Technology; *Trend Analysis

This document is a collection of eight position papers on a research agenda in higher education. The papers are based on a three-year analysis of trends and feedback deriving from conferences and Website presentations. Each paper ends with a list of specific proposed research questions. Following an introduction by Cynthia S. Johnson, the papers are: (1) "Improving Access and Educational Success for Diverse Students: Steady Progress but Enduring Problems" (Patricia King); (2) "Affordability: Responding to the Rising Cost of Higher Education" (M. Lee Upcraft); (3) "Learning and Teaching in the 21st Century: Trends and Implications for Practice" (Marcia Baxter Magolda and Patrick T. Terenzini); (4) "Technology" (M. Lee Upcraft and Patrick T. Terenzini); (5) "The Changing Nature of Work in Higher Education" (Susan R. Komives); (6) "Collaboration and Partnerships" (Charles C. Schroeder); (7) "Accountability for Student Affairs: Trends for the 21st Century" (Gregory S. Blimling); and (8) "Changing Government Roles Relative to Higher Education" (Annette Gibbs). (Individual papers contain references.) (DB)

ED 430 447 HE 032 037

Perry-Johnson, Arlethia; Millsaps, John
Momentum: Moving from a Leader in the South to a Leader in the Nation. Annual Report of the University System of Georgia, July 1, 1997--June 30, 1998.
PUB DATE- 99
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; Financial Support; Higher Education; *Institutional Mission; Long Range Planning; *State Colleges; *State Universities; *Statewide Planning
IDENTIFIERS- *University System of Georgia

The annual report of the University System of Georgia identifies major commitments and activities, describes the system's seven-year plan and summarizes its financial status. The report begins with a list of members of the Board of Regents, messages from the chairman of the Board of Regents and the system Chancellor, and a list of system institutions and their presidents. The next section describes achievements and activities related to the system's emphasis on service and accountability. It discusses teacher preparation programs, system participation in economic development, system response to technology shortages, approval of a new capital priority list, new presidents, honorary degrees awarded, and naming of facilities. The following section introduces the current seven-year plan; it includes the system's mission statement, a statement of guiding principles and specific system goals, and a progress chart showing accomplishments and plans from 1994 through 2001. A section on achievements focuses on national recognition and awards received by the system and individual campuses, national achievement awards received by system faculty and staff, and outstanding achievements of system students. The final section summarizes current revenues and expenditures of the system. (DB)

ED 430 448 HE 032 038

IDENTIFIERS- African Americans; Latinos; *Oregon University System

This report provides data on racial/ethnic diversity within the Oregon University System (OUS) in regard to student enrollment, graduation, and retention trends. Five-year total (undergraduate and graduate) enrollment trends within the OUS indicate that representation of students of color increased from 11.5 percent of enrollment in fall 1993 to 12.4 percent of enrollment in fall 1998. Students of color received 8.4 percent of all degrees awarded during 1992-93 and 11 percent of all degrees awarded during 1997-98. Total graduation rates during the period from 1992-93 to 1997-98 increased proportionately for American Indians/Alaskan Natives, Asian/Pacific Americans, European Americans, and Hispanics/Latinos, while those for African Americans remained steady. Six-year retention rates for cohorts of first-time freshmen students who entered OUS institutions in fall 1987 and fall 1992 indicate enhanced persistence among African American, American Indian/Alaskan Native, and European American students. The six-year retention rates for Asian/Pacific American students declined, and the rates for Hispanics/Latinos remained essentially stable. Three appendixes provide statistical data on OUS regular enrollment, degrees awarded, and retention of first-time freshmen by racial/ethnic group. (MDM)

ED 430 468 HE 032 059

Faculty Racial/Ethnic Diversity and Faculty Diversity Initiative Update.
PUB DATE- 99
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Alaska Natives; American Indians; Asian Americans; Blacks; *College Faculty; *Diversity (Faculty); *Diversity (Institutional); Educational Policy; *Employment Patterns; Higher Education; Hispanic Americans; Pacific Americans; *Racial Differences; *State Universities; Tables (Data); Whites
IDENTIFIERS- African Americans; Latinos; *Oregon University System

This report provides data on faculty racial/ethnic diversity within the Oregon University System (OUS) and summarizes various OUS diversity initiatives to attract and retain faculty of color. It notes that in 1997-98 faculty of color represented 8.4 percent of all faculty (instructional, research, and public service) compared to 7.5 percent in 1995-96. For instructional faculty, faculty of color increased from 7.0 percent in 1995-96 to 9.6 percent in 1998-99. In most instances the representation of faculty of color within the OUS is lower, proportionally, than national figures, except in the case of American Indian/Alaskan Native faculty. Recommendations are provided for continuation of efforts to attract faculty from underrepresented groups and continuation of the OUS Faculty Diversity Initiative. Eight appendixes provide data on full-time faculty by rank, racial/ethnic group, and gender for the OUS and its seven constituent institutions; full-time instructional faculty by rank and racial/ethnic group; and full-time faculty from various racial/ethnic groups nationally and for selected western states. (MDM)

ED 430 469 HE 032 060

Post-Tenure Review. A Report Prepared for the Oregon State Board of Higher Education. Revised.

section is a reflection on the research process. Appended is the bilingual survey questionnaire. (Contains 19 references.) (DB)

ED 430 488 HE 032 079

Peakins, Warren
Excellence Through Partnerships: School of Education, East Carolina University. 1997-98 Progress Report.
PUB DATE- 99
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Higher Education; *Partnerships in Education; School Community Relationship; *Schools of Education; State Universities; Teacher Education
IDENTIFIERS- *East Carolina University NC

This report focuses on partnership activities and projects at the School of Education, East Carolina University (North Carolina). Highlighted is the first year of funding of two initiatives: the BellSouth Reinvention Grant, a restructuring effort; and the university School Teacher Education Partnership. Following an introduction by the school's dean, a brief history of the school is presented. The following sections briefly describe activities and accomplishments of: the East Carolina Clinical Schools Network; the Office of School Services; the Department of Broadcasting, Librarianship, and Educational Technology and its virtual reality and education laboratory; the Department of Business, Vocational, and Technical Education; the Department of Counselor and Adult Education; the Department of Educational Leadership; the Department of Elementary and Middle Grades Education; the Department of Foundations, Research, and Reading; the Department of Science Education; the Department of Special Education; alternative licensure programs; university-school partnerships; the North Carolina Japan Center East, the North Carolina Teaching Fellows Program; partnerships with businesses and industries; the PEN-PAL project; Project EXCEL; the Science and Mathematics Education Center, and the Training Challenge North Carolina project. (DB)

ED 430 489 HE 032 080

Fine, Kerry Kinney
Participation of New High School Graduates in Higher Education.
PUB DATE- 98
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Bound Students; Colleges; *Declining Enrollment; *Enrollment Trends; *High School Graduates; High Schools; *Higher Education; School Demography; Sex Differences; *Trend Analysis; Universities
IDENTIFIERS- *Minnesota

This study, a follow-up to an earlier study which found declining rates of enrollment at institutions of higher education in Minnesota, examined the specifics of this trend. Major findings indicated: (1) the 1990s have seen a serious decline in high school graduate enrollment in Minnesota colleges; (2) the decline cannot be accounted for by more students enrolling in out-of-state institutions or by delaying enrollment for a year or two after graduation; (3) nationally, participation rates using results; and assessing the assessment program. Chapter 2 offers a discussion on developing learning goals and objectives and a description of assessment planning. Chapter 3 suggests ways to encourage faculty and student involvement in assessment. Chapter 4 contains background information on selecting and designing instruments, with an emphasis on careful articulation of selection criteria; chapters 5 through 7 offer additional information about various assessment techniques, including performance assessment, collecting classroom assessment information, and using focus groups and other qualitative methods. Chapters 8 through 10 apply the information presented about process to particular situations, such as determining if students are ready for the workplace or further education. Chapter 11 discusses reporting and using assessment information, and Chapter 12 talks about making choices. (Contains approximately 335 references.) (CH)

ED 430 508   HE 032 100

Bruffee, Kenneth A.
Collaborative Learning: Higher Education, Interdependence, and the Authority of Knowledge. Second Edition.
PUB DATE- 99
NOTE- 320p.; For the first edition, see ED 364 160.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Acculturation; Cognitive Processes; College Faculty; Colleges; Educational Philosophy; *Foundations of Education; Higher Education; Innovation; *Learning Experience; *Learning Processes; *Partnerships in Education; School Restructuring; *Team Teaching; *Thinking Skills; Universities
IDENTIFIERS- *Collaborative Learning

This volume explores the academic issue: what is knowledge and what gives it its authority. The book makes three related points: (1) colleges and universities must think of themselves not as stores of knowledge but as institutions of reacculturation; (2) college and university professors must view themselves not as purveyors of information but as agents of cultural change; and (3) colleges and universities must revise longstanding assumptions about the nature and authority of knowledge and classroom authority. Part 1 discusses collaborative learning defining what it is; explaining consensus groups, a common collaborative model; outlining the role of writing; examining pedagogical issues; explaining the difference between collaborative learning and cooperative learning; and exploring the educational significance of computers as relational machines. Part 2 explores how a nonfoundational understanding of knowledge can transform higher education in ways consistent with collaborative learning. The section covers such topics as education as conversation, the authority of college and university professors, and teaching science and engineering in a poststructural world, and offers a nonfoundational curriculum. Appended are materials on classroom and laboratory design, collaborative learning research, "nesting," and a glossary. (Contains approximately 260 references.) (CH)

ED 430 509   HE 032 101

Leitner, Erich, Ed.
Educational Research and Higher Education Reform in Eastern and Central Europe: Studies in Comparative Education, Volume 6.

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Business Administration Education; *Computer Mediated Communication; Computer Uses in Education; Educational Technology; Higher Education; Information Dissemination; *Instructional Design; Interaction; Internet; *Student Attitudes; Student Surveys; *Teacher Attitudes; *Teleconferencing
IDENTIFIERS- *Course Development; Eastern Oregon State College; Electronic Media; *Technology Utilization

During the 1996-97 academic year, a Principles of Management course was taught at Eastern Oregon State College to an on-campus group of juniors, using multiple technologies. The Internet was used as a source for print materials, resources, and research sites, and as a primary information dissemination medium. Electronic mail and listservs were utilized to establish, develop, and maintain asynchronous conferences and conferencing discussion of course materials. The course was designed to utilize the strengths of a number of media while avoiding their accompanying weaknesses. This paper begins with a review of the potential of computer conferencing. The course design is described in the second section, including organization of Internet materials, use of e-mail for conversation, use of listservs for group discussion, student portfolios, and grading. Student reaction to the course is discussed in the next section, focusing on results of a student survey that assessed effort required, communication with peers, class participation, the class environment, the technology, and the level of learning. The fourth section addresses instructor reaction to the course, including level of effort required, communications, and level of interaction. (MES)

ED 430 526 IR 019 496

Thoms, Karen Jarrett; Junaid, Najmi
Developing Critical Thinking Skills in a Technology-Related Class.
PUB DATE- 97
NOTE- 7p.; In: Mid-South Instructional Technology Conference Proceedings (2nd, Murfreesboro, TN, April 6-8, 1997); see IR 019 485.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classification; *Computer Uses in Education; *Critical Thinking; Educational Technology; Higher Education; Online Searching; *Questioning Techniques; Research Skills; Skill Development; *Thinking Skills; World Wide Web
IDENTIFIERS- Saint Cloud State University MN; *Socratic Method; *Technology Based Instruction; Technology Utilization

This paper discusses critical questioning (i.e., Socratic questioning) as a requirement for critical thinking and examines how critical questioning techniques can be incorporated into a technology-based course. A taxonomy of Socratic questioning is presented that includes the following categories of questions: questions of clarification; questions that probe assumptions; questions that probe reasons and evidence; questions about viewpoints or perspectives; questions that probe implications and consequences; and questions about the question. The following five general educational functionalities of the latest development of Internet technology, called Infosphere, are summarized: tele-access, with the target group improving dramatically in all areas. Appendices include: the Practical Computer Skills: Logo Pre/Post-Test; the Computer Programming Language Attitudinal Pre/Post-Survey; project pre/post-test results; a course report card; the Rubric Scale used for scoring the course final research paper; teacher-designed programs; handouts; and the final exam. (Contains 37 references.) (Author/AEF)

ED 430 545 IR 019 578

The Washington State Technology Plan for the K-12 Common School System. Sections 701-703, Chapter 336, Laws of 1993 (Engrossed Substitute House Bill 1209) as Amended by Chapter 245, Laws of 1994. Report to the Legislature.
PUB DATE- 94
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computer Uses in Education; Costs; Educational Development; Educational Objectives; *Educational Planning; Educational Practices; *Educational Resources; *Educational Technology; Elementary Secondary Education; Futures (of Society); Information Technology; *Leadership; *Statewide Planning; Strategic Planning
IDENTIFIERS- *Technology Implementation; Technology Integration; *Technology Plans; Vision Statements; Washington

This final report for the Washington State Technology Plan for K-12 Common Schools provides a vision, long-term framework, and recommendations for implementation. Following an executive summary and a list of committee members, the first section of the report discusses technology in K-12 schools of tomorrow, including legislative charge, vision, essential learning for technology, and research/reform and exemplary practices. Technology in K-12 schools of today is discussed in the second section, including the state of the state, current technology initiatives/status quo, and challenges and opportunities. The next section outlines best practices and potential costs for bridging the gaps in the education system that are preventing schools from providing the learning opportunities necessary for students to reach the technology vision. The fourth section presents recommendations with accountability to bridge the gaps in the following areas: (1) leadership, including technology in education initiatives, partnerships/alliances and public awareness, affordable telecommunications access, state policies and funding strategies, and levy and bond regulations; (2) resources, including state allocations, regional support for educational professionals, enhancing the K-12 statewide electronic network, and electronic destinations; and (3) implementation, including integrating technology into the curriculum and teacher preparation programs, and information polices. Appendices include authorizing legislation, definitions, timelines, and highlights of educational technology research. (Contains 40 references.) (AEF)

ED 430 546 IR 019 579

CNN Newsroom Classroom Guides. May 1999.
PUB DATE- 99
NOTE- 121p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

entertainment, education, workplace practice, and literacy requirements); multiliteracies (print, critical, technological, and information literacy); technologies (their relationship to social activities and relations and the notion of "virtual" communities); the global village and the potential of new information technologies to democratize information; the space-time compression of postmodern technological society; the virtual workplace and the erosion of the old distinctions between the public sphere of work and the private sphere of home and household; hybrid textualities (hypertext, changing reading practices, and the discourse structures of e-mail); body and identity (the invisibility and irrelevance of bodily differences in digital hyperspace and issues of anonymity, privacy, and security in cyberspace); and pedagogy (the role of computers and other new technologies in literacy instruction, second language learning; and distance education programs). Contains 47 references. (MN)

ED 430 088   CE 078 551

Freebody, Peter; Freiberg, Jill
Adult Literacy and Health. Reading and Writing as Keeping-Well Practices. Research into Practice Series No. 5.
PUB DATE- 97
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Cultural Differences; Educational Practices; Educational Research; Foreign Countries; *Functional Literacy; *Health Promotion; *Literacy Education; Literature Reviews; *Patient Education; Social Class; Theory Practice Relationship
IDENTIFIERS- *Australia

This booklet, which was developed for adult literacy educators in Australia, summarizes selected research on health practices, communication, and literacy and outlines some issues that adult literacy teachers might consider in their work. The booklet begins with three anecdotes previewing the practical everyday challenges that literacy poses for medical practitioners and the people to whom they provide services. Examined next is the problem of health promotion and providing health services and information to people with limited literacy capabilities. A research project in which health workers and patients in low socioeconomic and high migrant areas are being interviewed about medical practices and literacy is discussed, and ways of connecting literacy, health, ethnicity, and socioeconomic status are presented. Concluding the booklet are eight strategies that literacy instructors can use to help health workers and their clients communicate better. Among the strategies suggested are the following: use health materials in teaching literacy; explore the readability of health materials with students; engage literacy students in a discussion of the problems they present to health providers; and spell out ways clients can request and expect guidelines on accessing available health literacy materials. The booklet contains 16 references. (MN)

ED 430 089   CE 078 558

Welfare Reform. Information on Former Recipients' Status. Report to the Chairman, Committee on Finance, U.S. Senate, and the Chairman, Subcommittee on Human Resources, Committee on Ways and Means, House of Representatives.

NOTE- 252p.; For the "Early Impacts" report, see ED 407 606.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Demonstration Programs; Economically Disadvantaged; *Employment Programs; Federal Legislation; Longitudinal Studies; Program Effectiveness; Program Evaluation; Program Implementation; State Programs; *Wages; *Welfare Recipients; *Welfare Services
IDENTIFIERS- *Aid to Families with Dependent Children; Florida; Welfare Reform

This report focuses on implementation, impacts, and time limit in Florida's Family Transition Program (FTP), a welfare reform initiative. Chapter 1 describes FTP and evaluation, target population, and data. Chapter 2 describes implementation of FTP in Escambia County: staffing and organizational structure of FTP and traditional Aid to Families with Dependent Children (AFDC) programs and services provided, differences between FTP and AFDC, participation levels in employment-related activities among FTP and AFDC group members, and changes in FTP over time. Chapter 3 discusses the process when clients approach and reach FTP's time limit on cash assistance, including the following aspects: how quickly, how many, and which FTP participants are reaching the time limit; time-limit review process; time limit; and average earnings and welfare receipt of individuals whose benefits were terminated. Chapter 4 discusses early findings from the post-time-limit study. Chapter 5 uses administrative records data to examine FTP's impacts on employment earnings, welfare receipt, and family income during the 3 years after random assignment. Key findings are as follows: FTP has increased participants' total income, reduced reliance on public assistance, and produced different results for different subsets of the welfare population. Only a small proportion of FTP participants have reached the time limit, but almost all of these have had their benefits entirely canceled. Appendixes contain 21 references, additional tables, study sample, and methodology. (YLB)

ED 430 106   CE 078 589

Bloom, Dan
Welfare Time Limits: An Interim Report Card. The Cross-State Study of Time-Limited Welfare.
SPONS. AGENCY- Ford Foundation, New York, NY.; Annie E. Casey Foundation, Baltimore, MD.; Joyce Foundation, Chicago, IL.; Mott (C.S.) Foundation, Flint, MI.
PUB DATE- 99
NOTE- 109p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Demonstration Programs; Economically Disadvantaged; *Employment Programs; Federal Legislation; Program Effectiveness; Program Evaluation; Program Implementation; *State Programs; *Welfare Recipients; *Welfare Services
IDENTIFIERS- *Time Limited Welfare; *Welfare Reform

A study focused on results from seven of the earliest state welfare reform initiatives with some form of welfare time limit. Four programs--Connecticut, Delaware, Florida, and Wisconsin--- included benefit-termination time limits triggering cancellation of a family's entire welfare grant. Arizona and Indiana imposed benefit-reduction time limits, in which only the adult's portion of the welfare grant was education, business and industry, and community organizations. By August 1998, 81 local partnerships had been formed throughout the state, encompassing approximately 20,000 employers and 130 school districts (involving 89 percent of Colorado public school students). Levels of participation by businesses range from career talks and job shadowing to mentoring, internships, or full apprenticeship. The program also includes active participation by postsecondary institutions. The Colorado General Assembly passed a law in 1997 creating a 10 percent tax credit for investment in a School-to-Career program. Four goals appear to be paramount for School-to-Career partnerships to be successful: (1) support for local partnerships must be created in order to continue the partnerships after the federal funding ends; (2) businesses, parents, educators, and community organizations must be continually educated about the program; (3) increasing the participation of businesses is the key to School-to-Career's future; and (4) follow-up research must be conducted in order to determine what works best in the program. (KC)

ED 430 123 CE 078 634

Successful Strategies. Teaching and Learning in Arizona Schools.
PUB DATE- 98
NOTE- 83p.; Published by Office of Vocational Education, Arizona State University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Education; Career Exploration; Charter Schools; *Education Work Relationship; Educational Needs; *Educational Practices; Elementary Secondary Education; Financial Support; Integrated Curriculum; Internship Programs; Learning Activities; Outcomes of Education; Private Schools; Public Schools; *Statewide Planning; *Vocational Education; Work Experience Programs
IDENTIFIERS- *Arizona

This document profiles learning environments, educational strategies, and learning activities taking place across Arizona within the scope of school-to-work and vocational-technical education. The 33 institutions profiled include public, charter, and private elementary, middle, and high schools, as well as a vocational-technical center. Funding requirements for the practices and activities described range from zero to several thousand dollars. Each profile contains some or all of the following: school name, location, and student body size and characteristics; school, department, or program strategy; results of the strategy's implementation; challenges faced and methods used to overcome them; funding sources; contact person; and table outlining the program's school-based, connecting, and work-based activities. Among the programs and activities profiled are the following: school-based applied biological systems program that raises bass to stock a city lake; career exploration program featuring guest speakers in regular classes; program whereby carpentry students build houses for Habitat for Humanity; program to teach sixth-graders about work habits and job performance; merchandising internship; production of a middle school newspaper with assistance from staff of the local newspaper; and program teaching traditional Navajo and Hopi farming methods. Concluding the document is a glossary of terms related to school-to-work. (MN)

ED 430 124 CE 078 646

responsibility, and develop leadership skills. Section 4 focuses on getting started and the four target groups--administrators, teachers, parents, and students--and their roles. Section 5 addresses integrating environmental service learning into the curriculum and provides examples of how to integrate all subject areas into a variety of units centered on different environmental projects: endangered species project, school landscaping project, weather information project, recycling project with a dramatic production, and outdoor classroom project. Section 6 suggests funding and resources for such projects as landscaping projects, recycling projects, and environmental protection. Use of instructional funds and partnership resources is addressed. Section 7 suggests ways in which students and community members can work together. Sections 8-10 address dissemination, reflection activities, and celebration activities. Section 11 suggests projects for replication. (YLB)

ED 430 141 CE 078 668

Smink, Jay, Ed.; Duckenfield, Marty, Ed.
Making the Case for Service-Learning. Action Research & Evaluation Guidebook for Teachers.
SPONS. AGENCY- Corporation for National Service, Washington, DC.; South Carolina State Dept. of Education, Columbia.
PUB DATE- 98
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Action Research; *Citizenship Education; Data Collection; Elementary Secondary Education; Evaluation Methods; Information Dissemination; Models; *Program Evaluation; Research Design; *Research Methodology; Research Reports; *Service Learning; Student Participation; *Teacher Researchers; Technical Writing

This booklet contains 10 papers addressed to teachers wishing to make the case for service learning through action research on their own service learning programs. "Introduction" (Jay Smink) examines the need for teacher-based action research and evaluation. "Connect Service with Evaluation for Good Learning" (Robert D. Shumer) explains the inherent relationship between service learning and evaluation. "A Model of Action Research for Practitioners" (Irving H. Buchen) details a model for the five stages of action research: topic selection, research design, data collection and analysis, formulation of findings and conclusions, and communication and dissemination of results. The various stages of the action research process are examined in detail in the following papers: "Early Questions to Ask in Planning Action Research" (Yolanda Yugar); "New Paradigms for Evaluating Service-Learning" (L. Richard Bradley); "Innovative Measures for Evaluating Service-Learning" (Carol G. Weatherford); "Data Analysis Is Fun and Easy" (Susan Root); "Writing with the Audience in Mind" (Carl I. Fertman); "Sharing What We Learn" (Carl I. Fertman); "Involving Students in Evaluation" (Robert D. Shumer); and "Make the Case for Service-Learning" (Marty Duckenfield). Contains 16 general service learning resources, 2 related resources, and 10 references. (MN)

Portes (SHP) Model of Educational and Occupational Attainment Levels (1969) has resulted in an acceptance of educational attainment being the key to occupational attainment, with both parental status and parental encouragement playing significant roles in the attainment process for men. Using data from a national sample of high school seniors of 1972 (the year in which Title IX of the Education Amendments were enacted) and a review of literature, the study found that the influence of socioeconomic status is just as important for women as for men. The key ingredient for occupational attainment is educational attainment, with educational and occupational aspirations the precursors. The study provides considerable evidence that both the development and the maintenance of status aspirations in high school experiences exert pronounced influences on the probability of an individual's success in the adult and occupational world. The study also shows that significant others' influence has a direct effect on educational aspiration, which, in turn, has the strongest influence on educational attainment, clarifying a very strong association of significant others' influence (parents' and teachers' encouragement and support for setting higher educational and occupational goals) with educational aspiration. (Contains 100 references.) (KC)

ED 430 160 CE 078 727

Bynner, John; Parsons, Samantha
Use It or Lose It? The Impact of Time out of Work on Literacy and Numeracy Skills.
PUB DATE- 98
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adult Literacy; Adults; *Basic Skills; Foreign Countries; *Numeracy; *Socioeconomic Influences; *Unemployment
IDENTIFIERS- National Child Development Study (Great Britain)

A British study examined whether people's literacy and numeracy skills get worse if they are out of paid employment. It was based on a sample of adults aged 37, who are part of the major cohort study, the National Child Development Study. Only those persons who left school at age 16 were included. Some of the findings were as follows: (1) when men were out of work, their numeracy skills got steadily worse, with those who had poor skills to start with seeing their skills decline sooner and more; (2) time out of paid employment was also linked to a decline in numeracy skills in women, but to a lesser degree; (3) reading skills were more resilient for both men and women--unemployed women had a small decline in skills whereas men's skills declined only if they had poor skills to start with; (4) other influences, such as socioeconomic status, had great influence on whether skills declined during unemployment, but at least small skill losses were suffered at all levels. The study concluded that since reading is used all the time, being out of work has less impact. In addition, since some numeracy skills are used in work but not in everyday life, they are more likely to be lost when people are out of work. Finally, those who had a reached a skills threshold were less likely to lose their skills and training in work appeared to protect against skills loss. The findings underline the importance of opportunities for unemployed people to improve their basic skills. (KC)

ED 430 161 CE 078 728

setting of one fifth-grade elementary school classroom. Theoretical framework involves the interconnection between achievement motivation and affiliative motivation; specifically, this paper provides a microanalysis of student perceptions and student interactions within a cooperative learning context and relates to the use of base groups to enhance student empowerment. Base groups, a cooperative learning structure of three or four students, were established by the teacher for a period of 1 year. Purposes of the groups were: (1) to provide support for students to solve personal and social problems; (2) to provide a structure for teaching and to reinforce social and cooperative skills. Results are presented under three headings: (1) prevailing antecedents toward the use of base groups; (2) students' perceptions of base groups; and (3) outcomes from the use of base groups. Findings establish that base groups facilitate student empowerment, particularly as students are enabled to solve their own personal and social problems as the need arises. Recommendations for teachers establishing base groups are presented. (Contains 31 references.) (EMK)

ED 430 181 CG 029 268

Sartori, Mary Ann; Bauske, Terri; Lunenburg, Fred C.
Pupil Control Behavior, Classroom Robustness, and Self-Control: Public and Military High Schools Compared.
PUB DATE- 99
NOTE- 26p.; Paper presented at the Annual Conference of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Differences; *Ethnicity; High School Students; *High Schools; Humanism; *Military Schools; Perception; *Public Schools; *Self Control; *Teacher Behavior; Teachers

This study investigates students' perceptions of teachers' pupil control behavior, classroom robustness, and student self-control. Results reveal an association between humanistic pupil control behavior of teachers and high levels of classroom robustness, high levels of classroom robustness and high student self-control, and teacher humanism in pupil control behavior and high student self-control. Furthermore, differences in pupil control behavior were found among ethnically homogeneous public high school classrooms, ethnically diverse public high school classrooms, and military high school classrooms. Differences in classroom robustness were also found between ethnically homogeneous public high school classrooms and both ethnically diverse public high school classrooms and military high school classrooms. Seven tables depicting these results are included. (Contains 24 references.) (Author/MKA)

ED 430 182 CG 029 269

Hummel, Thomas J.; Lichtenberg, James W.
Limits of Meta-Analysis as a Basis for Justifying Individual Counseling Interventions.
PUB DATE- 99
NOTE- 20p.; Paper presented at the Annual Conference of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).

PUB DATE- 98
NOTE- 77p.; Includes photocopies of previously published articles, which may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Data Analysis; Developmental Delays; *Kindergarten; *Kindergarten Children; Primary Education; Program Evaluation; Racial Differences; Reading Comprehension; Recall (Psychology); Self Concept Measures; Self Efficacy; *Self Esteem; Sex Differences; Skills; Socioeconomic Status

This report is a compilation of four different studies involving kindergartners (N=950) who participated in the "I LIKE ME!" program. I LIKE ME! is a 12-week program that uses a personalized reader with "I" statements as positive inducements for learning and achievement for kindergartners. The goals of the program are to bring home, school, and community together as a unified partnership in education; to provide an understanding of inclusion and tolerance; to deliver anti-drug and anti-gang messages; to help instill an early love of reading while improving reading comprehension and recall; and to demonstrate to children that they are important and can become successful, young citizens. This summary is divided into four parts; each part discusses a particular study related to the I LIKE ME! program. Part 1 involves a cumulative analysis of self-concept studies strictly associated with the program. Part 2 utilizes three control groups and one experimental group in a double-blind research design to analyze the impact of the 12-week program on self-concept. Part 3 utilizes two control groups to analyze the impact of the program's personalized approach on reading comprehension. Part 4 analyzes the impact of the I LIKE ME! program on developmentally delayed students. Copies of articles previously published about the program and the author's curriculum vitae are provided. (Author/MKA)

ED 430 201 CG 029 294

Steward, Robbie J.; Breland, Alfiee; Neil, Douglas; Miller, Matthew
Research Teams in Masters Counseling Programs?
PUB DATE- 99
NOTE- 19p.; Paper presented at the Great Lakes Regional Counseling Psychology Conference (Columbus, OH, April 22-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counselor Training; Graduate Students; Higher Education; *Masters Degrees; Models
IDENTIFIERS- *Research Teams

Several ideas are presented as a rationale for the existence of research teams in master's level counseling programs. Research teams provide master's level counseling students with a heightened sense of awareness, value of, and interest in the process of inquiry, development of meaningful research questions, and testing of hypotheses. Students are allowed the opportunity to work closely with faculty in a manner that would not otherwise occur. Productive research team activities that result in professional presentation and/or publications enhance trainees' vitae in a manner that increases their competitiveness for future employment or postgraduate training experiences. Students become aware of the complexity of working collaboratively with colleagues. Participation on research the school environment variables. The third added the curriculum and instruction variables. Each step improved the fit of the model. Further, the differences between schools evident in step two were no longer significant in the third step, indicating curriculum and instructional practices explained the effects of school environments. Contains 24 references and 6 tables of data. (Author/RS)

ED 430 221 CS 013 583

Vartenisian, John P.
An Elementary School Speaks Out: Their Decision To Initiate an Innovation.
PUB DATE- 98
NOTE- 117p.; Ed.D. Thesis, Virginia Polytechnic Institute and State University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Administrator Role; Case Studies; Early Intervention; Educational Change; *Holistic Approach; Phonics; Primary Education; Program Implementation; *Reading Instruction; *Reading Programs; Teacher Role
IDENTIFIERS- Balanced Reading Instruction

This study is a retrospective examination of elements that influenced one elementary school staff to initiate and implement a school-wide innovation in their reading program in 1990-91. This school served 315 preschool children through grade three in a small town set in the rural countryside. Case study methodology was used to discover how the change was initiated; why the particular program elements were chosen; the role the staff, the principal, and the parents played in initiating the innovation; and what lessons this school's experience may have for school reform. As the school community planned for the initiation of their new reading program, the "whole language" approach to reading was gaining momentum. The notion of "early intervention" was popularly used to describe a variety of methods educators were using to deal with evidence of reading failure in young children. Their stories describe the challenges this school staff felt as they attempted a year-long initiative to merge phonics and whole language into a holistic approach to reading for grades one through three. Findings were reported around seven central themes emerging from the data collection, including: (1) empowerment; (2) academic improvement; (3) shared vision/beliefs; (4) collaboration; (5) focus on children's need; (6) site-based decision making; and (7) participatory leadership. Contains 53 references and a table of data; interview questions are attached. (Author/RS)

ED 430 222 CS 013 584

Glaser, Deborah R.
Comprehensive Literacy Plan Grades K-3 for the State of Idaho.
SPONS. AGENCY- Idaho Univ., Moscow. Coll. of Education.
PUB DATE- 98
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Emergent Literacy; Primary Education; *Reading Comprehension; *Reading Instruction; Reading Programs;

IDENTIFIERS- *Missouri Assessment Program

This document includes the left-hand column ("What All Students Should Know") and the center column ("What All Students Should Be Able To Do") from "Missouri's Framework for Curriculum Development in Communication Arts K-12." Next to these two columns has been added a column which includes assessment noted for those grade levels which will be tested in the Missouri Assessment Program (MAP). The annotations found in this column are intended to provide information to administrators, curriculum directors, and teachers concerning what is or is not "fair game" for the new statewide performance assessment in communication arts. At the top of the assessment notes column, the grade level of the test in question is identified (third, seventh, or eleventh). Below this heading, the knowledge benchmark statement from the left-handed column is repeated. Below the knowledge benchmark statement, information is given on each of the performance benchmarks found in the middle column. If the letter is followed by the words "Grade 3 (or 7 or 11) state assessment," this benchmark is considered fair game for the assessment at that level. If the benchmark is assessable on the statewide test but is not fair game for assessment until the next higher testing level, the annotation will say, "Beyond 3rd (or 7th) grade state assessment." Not all of the skills identified here as fair game for a state test will show up on the test in any given year. (RS)

ED 430 240 CS 216 704

Communication Arts, Grades 3, 7, and 11. III: Recognize and Solve Problems. Assessment Annotations for the Curriculum Frameworks.

PUB DATE- 99

NOTE- 29p.; For other assessment annotations, see CS 216 702-705. For Missouri's Framework for Curriculum Development in Communication Arts K-12, see ED 410 598.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Curriculum Development; Elementary Secondary Education; Grade 11; Grade 3; Grade 7; Performance Based Assessment; *Problem Solving; *Reading Achievement; *Reading Tests; *Test Coaching; Test Construction; Test Wiseness; *Writing Evaluation; *Writing Tests

IDENTIFIERS- *Missouri Assessment Program

This document includes the left-hand column ("What All Students Should Know") and the center column ("What All Students Should Be Able To Do") from "Missouri's Framework for Curriculum Development in Communication Arts K-12." Next to these two columns has been added a column which includes assessment notes for those grade levels which will be tested in the Missouri Assessment Program (MAP). The annotations found in this column are intended to provide information to administrators, curriculum directors, and teachers concerning what is or is not "fair game" for the new statewide performance assessment in communication arts. At the top of the assessment notes column, the grade level of the test in question is identified (third, seventh, or eleventh). Below this heading, the knowledge benchmark statement from the left-handed column is repeated. Below the knowledge benchmark statement, information is given on each of the performance benchmarks found in the middle column. If the letter is followed by the words "Grade 3 (or 7 or 11) state assessment," this benchmark is considered fair game for the assessment at that level. If the benchmark is assessable on the statewide test but is not fair game for

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Case Studies; *Communication (Thought Transfer); Comparative Analysis; *Computer Assisted Instruction; Course Content; Educational Research; Higher Education; *Instructional Effectiveness; Questionnaires; *World Wide Web

A case study compared web-based and classroom instruction. Subjects, 40 students enrolled in a Communication Technology and Change class, were divided by volunteers into an Internet section (16 students) and a regular classroom section (24 students.) Results indicated that in all cases the classroom section performed slightly better than the Internet section, but in no case did the differences achieve statistical significance. Findings suggest that web-based instruction is as effective as classroom instruction as far as grades are concerned, but if classroom discussion is important to learning then students did not receive the same quality of instruction. Suggestions for future web-based courses are included. (Contains 14 references and 3 tables of data; two appendixes presenting the Internet and computer use questionnaire and the distance learning response questionnaire are attached.) (SC)

ED 430 262 CS 510 057

McCammon, Laura A.; Betts, David
Helping Kids To "Imaginate": The Story of Drama Education at One Elementary School.
PUB DATE- 99
NOTE- 121p.; A summary of this study was presented at the Researching Drama and Theatre in Education Conference (Exeter, England, United Kingdom, April 13-17, 1999).
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Educational Environment; Elementary Education; Inservice Teacher Education; Integrated Curriculum; Program Effectiveness; *Student Attitudes; *Teacher Attitudes; *Theater Arts

A case study examined how, in one school, participation in an elementary arts integration program began with one teacher and grew until there were nine volunteers by investigating how the school culture encouraged teachers, administrative support, and theatre's effect on teachers and students. Qualitative data were collected and included observations of teacher meetings and lesson demonstrations and interviews with teachers, students, parents, principal, and the theatre specialist. Data analysis revealed school culture supported teacher change: teachers talked frequently, shared ideas and materials, and wanted to learn new teaching techniques. Teachers felt theatre improved student self-confidence, risk taking, and cooperation. Students liked drama's active learning. Despite these findings, teacher participation disintegrated because outside support for peer mentoring and reflection was weak. Program effectiveness decreased: (1) peer mentoring was dropped; (2) no substantive discussions about theatre took place; (3) autonomy and isolation were promoted; and (4) little integration of drama and curriculum occurred. An after-school class for teachers was set up. Ten teachers took part and worked in four collegial teams. The course used drama strategies (e.g., story drama, puppetry, process drama) to promote peer mentoring and coaching. While the teachers enjoyed the class, they were most satisfied by the peer interaction. Reflections suggest that:

benefited the student or improved self-esteem, and most of them did not endorse the practice of social promotion. Results suggest that social promotion does cause further academic deterioration, confirming earlier studies that showed that students who repeat one or more grades are more likely to drop out of school. Teachers, however, are pressured to pass students so as to alleviate the grade-age problem caused by retention. It is argued that merely abolishing social promotion will not solve the problem. Special programs must be provided for failing students, which means that the educational system as a whole must change its belief system that all children learn at the same rate. (Contains 15 references, 2 tables, and the questionnaire.) (RJM)

ED 430 282 EA 029 804

Bulach, Clete; Boothe, Diane; Michael, Price
Supervisory Behaviors That Affect School Climate.
PUB DATE- 99
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Effectiveness; Educational Environment; Elementary Secondary Education; Instructional Leadership; *Leadership Qualities; *Principals; *School Supervision; Teacher Attitudes

This paper reports on a study that investigated the frequency with which principals practice behaviors believed to positively or negatively affect the supervisory climate that exists in a school. The secondary purpose of the research was to look at demographic factors, such as gender and grade level, that might influence a principal's supervisory behavior. Participants in the study included 208 teachers who were graduate students in a college of education. The instrument used in the study consisted of 52 items that asked teachers to describe the frequency with which they perceived their principal to be practicing behaviors that could negatively or positively affect a teachers' supervisory climate. Findings show that the educational climate was more positive than expected but much room for improvement remained. The lowest scores were in the conflict domain, which reflected teachers' views that their principals tended to avoid conflict, especially when a principal was reticent to question superiors. The behaviors in the trust domain were the most positive. Gender did not play a role in the supervisory climate, and it seemed that behaviors that promote a good supervisory climate affect both genders the same. However, female principals were rated better than male principals in instructional leadership. (Contains 12 references, 7 tables and the questionnaire.) (RJM)

ED 430 283 EA 029 805

Barrett, Ben F.
Summary of the School District Finance and Quality Performance Act and the School District Capital Improvements State Aid Program (as Amended through 1998).
PUB DATE- 98
NOTE- 31p.
LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Catholic Educators; *Catholic Schools; Educational Environment; *Educational Objectives; Educational Philosophy; *High Schools; *Role of Education; School Role

This guide was created to help Catholic schools renew their understanding of mission as the soul of education. It presents an assessment protocol where the focus is on the school's mission. The instrument was developed to ensure that concepts, programs, and language would be true to the Catholic identity but would also be understandable to the population at large. The book is divided into four parts. Part 1 examines the process of assessing and planning, with a look at protocol. The second part presents the foundation documents for assessment. Included here are belief statements, the mission statement, the statement of philosophy, the graduate profile, and the parameters for implementing all the above. Part 3 takes a look at the state of the school. This section discusses the school community, the climate and culture of school, its curriculum and instruction, its learning media resources, schedules, student services, student activities and athletics, professional development, governance and accountability, school finance, and school and community relations. The last section, which focuses on strategic planning, highlights the importance of planning as process, action plans, communication, implementation, and validation. An appendix lists the beliefs and directions outlined in the National Congress on Catholic Schools for the 21st Century. (RJM)

ED 430 302 EA 029 826

Walters, Thomas P.; Walters, Rita Tyson
Catechetical Leaders: A Statistical Profile. A Follow-up Study to the 1986-1992 Progressive Study of Parish Directors of Religious Education Training and Educational Needs.
PUB DATE- 98
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Numerical/Quantitative Data (110)
DESCRIPTORS- *Catholic Educators; Catholic Schools; Elementary Secondary Education; Employment Patterns; National Surveys; *Personnel Data; Profiles; *School Personnel; Trend Analysis
IDENTIFIERS- *Catechesis; *Directors of Religious Education

This statistical profile is a followup to a previous National Association of Parish Catechetical Directors' (NPCD) study of catechetical leadership. Since 1985, the NPCD, which is a professional association of approximately 1,700 parish catechetical/religious education leaders, has surveyed parish Directors to profile their training and educational needs. The results in this current profile were obtained from 753 questionnaires. The findings offer a wide variety of information on catechetical leaders. Included are statistics on gender, age, marital status, years as catechetical leader, years in present parish, manner of employment, months of the year employed, salaries, salary satisfaction, benefits, preparation for catechetical leadership, degree majors, degrees being pursued, and areas of responsibility in the parish. Also included in the study is information on religious education budgets and the percentage of parish budget allocated for

This proceedings of an international conference examines the nature of school self-management around the world. The volume opens with the keynote address by Tony Townsend, which provides an overview of school self-management, effective education, and the school-effectiveness movement. Some of the topics addressed include student achievement, the purpose of resource allocation, and market forces. The next three papers offer a response to the keynote address. The first, by Kathie Irwin, centers on Maori education in New Zealand and claims that the self-managing school has not been shown to have a marked effect on improving student achievement. The second and third responses, by Graeme Marshall and Nola Hambleton describe the difficulty in defining school effectiveness. The next paper, by Cathy Wylie, explores school self-management in New Zealand, claiming that there are few data to allow comparisons before and after the introduction of school self-management. Frances Salt discusses policy and research questions concerning school self-management and school effectiveness in the following article. The effectiveness of schools in certain geographical regions and other issues are also discussed in the last two papers, by Howard Fancy and Richard Harker, examine what it will take to manage schools in a changing environment, the importance of professional leadership, and the need for a coherent approach in education. (RJM)

ED 430 322 EA 029 858

Annual Earnings of Young Adults, by Educational Attainment. Indicator of the Month.
PUB DATE- 99
NOTE- 3p.; Extracted from "The Condition of Education, 1998." For previous earnings-indicators, see ED 381 685 and ED 367 875.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- College Graduates; Comparative Analysis; High School Graduates; High Schools; Higher Education; Longitudinal Studies; Salaries; *Salary Wage Differentials; Wages; *Young Adults

This document provides wage and salary information (in the form of ratios) for young adults, ages 25-34. It is keyed to educational attainment and covers the years 1970 to 1996. The data show that in 1996, the median annual earnings of young adults who had not completed high school were substantially lower than that of their counterparts who had completed high school (31 and 36 percent lower for males and females, respectively). Young adults who had completed a bachelor's degree earned substantially more than those who had earned no more than a high-school diploma or GED. Findings show that between 1980 and 1996, the earning advantage of obtaining a bachelor's degree or other higher degree increased for males, rising from 19 to 54 percent. Furthermore, during that same period the earnings advantage of 25- to 34-year-olds with some college or a bachelor's degree or higher (relative to their counterparts who had completed high school) was generally greater for females than for males. The data are visually represented in two graphs. Both graphs show the median annual earnings of wage and salary workers whose highest education level were grades 9-11, some college, or a bachelor's degree or higher. (RJM)

ED 430 323 EA 029 862

Berman, Paul; Nelson, Beryl; Perry, Rebecca; Silverman, Debra;

Advocacy; Self Determination; *Supported Employment; Technical Assistance; Transitional Programs; Vocational Rehabilitation

This guide discusses the processes involved in helping students with cognitive disabilities such as mental retardation find and keep a job. Following an introduction, the guide discusses the types of employment available for these youth and young adults in competitive and supported employment settings. The following section looks at the roles of people involved in the process including parents, transition specialists, rehabilitation counselors and development specialists, friends, and employers. Specific suggestions for the job search are organized into those students concerned with planning for transition and job search methods. Suggestions for employers are also offered and include the importance of making appropriate accommodations and providing natural support services. A resource guide is attached that is organized into the following categories: self-determination and self-advocacy; transition planning and employment; employer materials; providing supports and accommodations in the workplace/supported employment; and videos for employers and students. Also included are a list of organizations providing information on transition and/or employment and a list of publishers. (DB)

ED 430 343 EC 307 191

Recommendations of the NIDCD Working Group on Early Identification of Hearing Impairment on Acceptable Protocols for Use in State-Wide Universal Newborn Hearing Screening Programs.
SPONS. AGENCY- National Institutes of Health (DHHS), Bethesda, MD. Office of Medical Applications of Research.
PUB DATE- 97
NOTE- 6p.; Updated supplement to the NIH Consensus Statement on Early Identification of Hearing Impairment in Infants and Young Children; see ED 405 661. Developed as part of the National Institute on Deafness and Other Communications Disorders (NIDCD) Workshop on Universal Newborn Hearing Screening (Chevy Chase, MD, September 4-5, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Auditory Evaluation; *Disability Identification; *Early Identification; Early Intervention; *Hearing Impairments; Hospitalized Children; Infants; Models; Neonates; *Screening Tests; State Programs; Toddlers
IDENTIFIERS- National Institute Deafness Other Commun Disorders; National Institutes of Health

This document presents the consensus statement of a 2-day conference which addressed issues concerned with the early identification of hearing impairment. The conference resulted in the following consensus conclusions: (1) all infants admitted to the neonatal intensive care unit should be screened for hearing loss prior to discharge; (2) universal screening should be implemented for all infants within the first 3 months of life; (3) the preferred model for screening should begin with an evoked otoacoustic emissions test and should be followed by an auditory brainstem response test for all infants who fail the evoked otoacoustic emissions test; (4) comprehensive intervention and management programs must be an integral part of a universal screening program; (5) universal neonatal screening should not be a replacement for ongoing surveillance throughout infancy and early childhood; and (6) education of primary caregivers and primary health care preschool special education, all reaming groups in County A recognized the influence of cost in the implementation of the LRE mandate. All four groups in County A perceived a conflict of interest in the role of the evaluator at committee meetings. Some interviewees in County B viewed the 1996 legislation as a top-down state initiative, the cost was not viewed as influential, and the role of the evaluator was not perceived as a conflict of interest. (Contains 153 references.) (CR)

ED 430 362 EC 307 215

Boswell, Susan; Gray, Debbie
Applying Structured Teaching Principles to Toilet Training.
PUB DATE- 98
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Autism; *Daily Living Skills; *Learning Strategies; *Student Motivation; *Teaching Methods; *Toilet Training; Visual Stimuli; Young Children

This paper discusses toilet training children with autism using techniques recommended by TEACCH consultants. It recommends looking at the problem from the perspective of the student with autism in order to build in many elements of visual structure that will help the child understand exactly what is expected. Teachers are urged to look at each element of structured teaching to decide how visual supports can be added to build positive routines, clarify expectations, and reduce confrontational situations. How characteristics of autism might contribute to a child's difficulty in learning to use the toilet independently are explained. Steps in structured teaching that can be used to toilet train are then described and include: (1) assessing of the child's understanding of the toileting process; (2) structuring the physical environment for success; (3) establishing a visually supported routine; (4) trouble-shooting specific problems, such as resisting sitting on the toilet, fear of flushing, over interest in flushing, playing in water, playing with toilet paper, resisting being cleaned, bad aim, and retaining when diaper is removed; and (5) planning a way for the child to initiate the toilet sequence. A list of children's books on toilet training is also provided. (CR)

ED 430 363 EC 307 216

Gable, Robert A.; Quinn, Mary Magee; Rutherford, Robert B., Jr.; Howell, Kenneth W.; Hoffman, Catherine C.
Addressing Student Problem Behavior-Part II: Conducting a Functional Behavioral Assessment. 3rd Edition.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.; Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Mental Health Services.
PUB DATE- 99
NOTE- 78p.; For the previous edition, see ED 426 523.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

Young, Kirsty
Learning Through Landscapes: Using School Grounds as an Educational Resource.
PUB DATE- 90
NOTE- 31p.; Colored photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Facilities; Elementary Secondary Education; Foreign Countries; Illustrations; *Landscaping; *Outdoor Education; Public Schools
IDENTIFIERS- England

All schools need a variety of size, shape, type, and texture in their grounds to provide an opportunity for play, study, and shelter. This booklet provides 13 case studies of English sites illustrating some of the most imaginative work taking place in school grounds, and outlines action plans for changing grounds. Photographs and design drawings of grounds accompany each case study. Also provided are a pull-out chart outlining the grounds design action plan and information about the Learning Through Landscape Trust. (GR)

ED 430 384 EF 005 405

Titman, Wendy
Special Places; Special People: The Hidden Curriculum of School Grounds.
PUB DATE- 94
NOTE- 164p.; Colored photographs and colored pages may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Environment; Educational Research; Elementary Secondary Education; Foreign Countries; *Hidden Curriculum; *Outdoor Education; Public Schools; *Student School Relationship
IDENTIFIERS- England

The research project "Special Places; Special People" is designed to provide insight and advice in the management of schools and their grounds for the benefit of children. This document describes the project's research methodology and findings, explores some of the wider implications arising from the study, and suggests ways in which schools might embark upon effecting change. Research findings are discussed on how children read the external environment and school grounds. Issues arising from these findings examine the importance of school grounds to children in a modern society, the messages school grounds convey about the ethos of schools, and children's attitudes and behavior that are determined by the school grounds and the way they are managed. The report's concluding section contains an alphabetical listing of references and resource information on school grounds development, play theory, children and the environment, children's games, and lunchtime supervision and management. (GR)

ED 430 385 EF 005 411

Russell, Liz
Thinking about Seating in Your School Grounds. CD-ROM .
PUB DATE- 96
NOTE- 0p.
LANGUAGE- English

(Lucietto); "A 'French-ship' with the Community" (Saxon); "Of Tapestries, Tortillas, and Mulberry Bushes" (Lucietto); "From Sukiyaki to Croissants: Global Education at Work in the Elementary School" (DeBuhr); "The Jewel in Our Crown" (Alan S. Wax, Lydia Hurst, Kathleen Durkin, Diane Merenda); "Summer Immersion Language Day Camps" (Evelyne Cella Armstrong); "All The Word's a Stage (You and Your Students the Actors)" (Miller); "Using Class Quizzes To Promote the Linguistic Accuracy of Younger Learners" (Rebecca M. Valette); "Portfolio Assessment of Second Languages in the Elementary Classroom" (Philip Korfe); "Assessment, Evaluation, and Accountability: Why Bother Evaluating FLES Programs?" (Lipton); "Making the Grade: Continuous Evaluation in the FLES Classroom" (Maureen Regan-Baker); "He or She That Tooteth Not His or Her Own Horn..That Horn Goeth Untooteth" (Miller); and "Celebrating the Successes of FLES Through Evaluation" (Deborah Wilburn-Robinson). (MSE)

ED 430 406   FL 025 846

Yeh, Jung-huel Becky
Exploring Intercultural Interactions in Multicultural Contexts: Proposal and Research Suggestions.
PUB DATE- 98
NOTE- 33p.; Paper presented at a Convention of the National Communication Association (New York, NY, November 20-24, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication (Thought Transfer); Discourse Analysis; Information Theory; *Intercultural Communication; *Interpersonal Communication; *Language Research; Linguistic Theory; Native Speakers; Pragmatics; *Research Methodology; Research Needs; *Second Languages; Sociolinguistics

A discussion examines the importance of communication between non-native speakers (NNS/NNS), reviews relevant theories and issues in intercultural interactions and NNS/NNS interactions, and explores methodological issues in interpreting linguistic and interactional data. The intent is to explore features of communication between NNSs from different linguistic backgrounds by reviewing theories and research concerning native-speaker/non-native speaker (NS/NNS) intercultural interactions. Inferencing theory and communication accommodation theory are examined for their descriptions and generalizations about interactive processes from sociolinguistic and pragmatic/discursive perspectives, and to suggest research questions and hypotheses for further study. Contains 59 references. (MSE)

ED 430 407   FL 025 848

Programme d'etudes de francais langue premiere (Program of Studies in French as a First Language).
PUB DATE- 98
NOTE- 323p.
LANGUAGE- French
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavioral Objectives; Course Content; Cultural Education; Curriculum Design; Elementary Secondary Education; Foreign Countries; *French; Instructional Program Divisions; *Language Skills; Listening Skills; *Native Language

Libraries, and Lifelong Learning (ED/OERI), Washington, DC.; EDUCAUSE, Washington, DC.; State Higher Education Executive Officers Association.
PUB DATE- 98
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Case Studies; *College Instruction; Colleges; Community Colleges; *Cost Effectiveness; Costs; *Distance Education; Educational Finance; Educational Planning; Educational Research; Educational Television; Higher Education; Institutional Cooperation; *Outcomes of Education; Telecourses; Universities

This report summarizes eight case studies undertaken to evaluate the benefits and costs of mediated instruction and distributed learning. The case studies included: (1) "The Master's Degree in Social Work at Cleveland State University and the University of Akron: A Case Study of the Benefits and Costs of a Joint Degree Program Offered via Videoconferencing"; (2) "Teaching College Literacy: A Case Study in the Benefits and Costs of Daedalus Courseware at Baruch College"; (3) "The WESTNET Program--SUNY Brockport and the SUNY Campuses in Western New York State: A Case Study in the Benefits and Costs of an Interaction Television Network"; (4) "Courseware for Remedial Mathematics: A Case Study in the Benefits and Costs of the Mediated Learning System in the California State University"; (5) "The Education Network of Maine: A Case Study in the Benefits and Costs of Instructional Television"; (6) "TELETECHNET--Old Dominion University and 'Two Plus Two' Programs at Community Colleges in Virginia: A Case Study in the Benefits and Costs of an Intercampus Instructional Television Network"; (7) "The Human Computer Interaction Certificate Program at Rensselaer Polytechnic Institute: A Case Study in the Benefits and Costs of a Joint Industry/University Designed Program Featuring Integrated Delivery Methods"; and (8) "Course Restructuring and the Instructional Development Initiative at Virginia Polytechnic Institute and State University: A Benefit Cost Study." (MDM)

ED 430 428 HE 031 987

Barnetson, Bob
Alberta's Performance-Based Funding Mechanism.
PUB DATE- 99
NOTE- 23p.; Paper presented at the Coalition for the Advancement of Applied Education meeting (Edmonton, Alberta, Canada, March 20, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; Educational Policy; Evaluation; Evaluation Criteria; Evaluation Methods; *Financial Support; Foreign Countries; Higher Education; *Performance; Performance Factors; Politics of Education; Productivity; *State Government
IDENTIFIERS- *Alberta; *Performance Indicators

This paper provides an overview of the performance indicator-based accountability and funding mechanism implemented in the higher education system of Alberta, Canada. The paper defines the terms accountability and regulation, examines the use of performance indicators to demonstrate accountability, and explains how performance indicator-based accountability and

Accountability Report: The University System of Georgia, 1999.
PUB DATE- 99
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accountability; Government School Relationship; Higher Education; *Institutional Mission; Long Range Planning; Program Implementation; *State Colleges; *State Universities
IDENTIFIERS- *University System of Georgia

The accountability report of the Georgia University System summarizes expenditures and progress made in achieving earlier goals. Following an overview which identifies major strategies toward the goal of a more educated Georgia, a section summarizes progress on major initiatives broken down into those funded in 1995-1997 legislative sessions, those funded in the 1998 legislative session, and others. These major initiatives include: GALILEO, the statewide electronic library; a program to connect teachers and technology; a program to connect students and services; the Patterns of National Excellence Awards program; facility renovation and rehabilitation; the Distinguished Teacher Program; professional development; master planning for facilities; partnerships with preschool, elementary, and secondary schools; improvement of graduate and research programs; the Governor's Initiative in Internet Access program; the statewide Desktop Learning network; investments in instructional technology; the Intellectual Capital Partnership program; the equipment, technology, and construction trust fund; and endowed chairs. Detailed reports for each initiative, including goals, a progress report, and a financial report, follow. (DB)

ED 430 449   HE 032 040

Higher Education Enrollment Statistics and Projections: 1999-2001 Biennium.
PUB DATE- 99
NOTE- 138p.; For the previous edition, see ED 398 838.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Attendance; Community Colleges; Data Analysis; Enrollment; *Enrollment Projections; *Enrollment Trends; Full Time Equivalency; Geographic Distribution; *Higher Education; *Private Colleges; *Public Colleges; State Colleges; State Universities; Statistical Data; Student Characteristics; Tables (Data); Two Year Colleges
IDENTIFIERS- *Washington

This document consists of tables and figures detailing the status of and projections for public and private institutions of higher education in the state of Washington. Following a brief introduction, Chapter 1 identifies highlights of the report, including: entrance eligibility for public institutions; Washington state higher education enrollment trends, 1980-1997; public four-year universities/colleges; private four-year universities/colleges; degrees awarded; and degree production. Chapter 2 presents data on student characteristics, including age and gender, credit hours enrolled, resident/nonresident status, geographic characteristics, class status and retention, and student flow. Chapter 3 provides data on actual and budgeted full-time equivalents of Washington state two-year and four-year public institutions. Chapter 4 provides baseline fall enrollment projections, 1999-2000 to 2020-2021. Chapter 5 reports on the Applications Match Study 1996-97 follow-up, and

PUB DATE- 99
NOTE- 105p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; *Educational Policy; *Faculty Evaluation; Higher Education; State Regulation; *State Universities; Tables (Data); *Tenure
IDENTIFIERS- *Oregon University System; *Post Tenure Review

This report examines post-tenure review for college faculty and reviews initiatives to strengthen post-tenure review at Oregon University System (OUS) institutions. It defines post-tenure review and discusses the issues involved in implementing such policies. The report addresses the components of the post-tenure review process, including objectives, frequency/application, review process, professional development plans, and sanctions. It then explores policy development and the use of post-tenure review in other states. The report also summarizes post-tenure review policies at Eastern Oregon University, the Oregon Institute of Technology, Oregon State University, Portland State University, Southern Oregon University, the University of Oregon, and Western Oregon University. It recommends the revision of the Oregon Administrative Rule on post-tenure review and the adoption of a companion Internal Management Directive on post-tenure review. Seven appendixes provide information on OUS post-tenure review outcomes (including possible rewards and sanctions), post-tenure review outcomes for institutions and systems in other states, post-tenure review in Colorado and Texas, and sources. (Contains 19 references.) (MDM)

ED 430 470 HE 032 061

Oregon Early Options Study.
PUB DATE- 99
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Acceleration (Education); *Advanced Courses; *Advanced Placement Programs; Articulation (Education); College Credits; College School Cooperation; *Educational Policy; *High School Students; *High Schools; Higher Education; School Size; State Programs; Tech Prep
IDENTIFIERS- International Baccalaureate; *Oregon

This report examines current policies and practices in regard to Oregon high school student participation in college courses and programs. A total of 112 of Oregon's public and private high schools responded to a January 1998 mailed survey concerning early college options programs and policies. It was found that an estimated 6,660 students were participating in early college options programs of some type, and that the demand for such programs was increasing. Nearly two-thirds of the schools provided students with advanced placement classes, about one-third offered College High programs (cooperative agreements between high schools and colleges that offer college-level courses for credit in the high school), and about half had students attending courses at community colleges. In general, larger high schools provided more early college options for their students than did small- and medium-size schools. The report calls for the development of a statewide early options program with multiple options. The report also provides an overview of early college options policies and practices in remained stable during the first half of the 1990s and have increased since then; thus, Minnesota's participation rank has dropped from ninth to twenty-first place; (4) looking at individual school districts shows that over two-thirds of districts are sending a smaller proportion of graduates to college in 1996 than in 1987; (5) rural districts have had greater declines overall than urban districts; (6) although both male and female participation rates have declined, the decline is greater among females; (7) whites and Asians had both the highest participation rates and the greatest declines; (8) academically, freshmen in 1996 are performing at higher levels than their counterparts in 1987; and (8) several factors may be contributing to declining participation a strong economy, increased costs of attendance, and stricter preparation requirements. (DB)

ED 430 490 HE 032 081

Macri, Cynthia H.
Development of an MBA Student Handbook for the School of Business and Entrepreneurship. Politics, Law, and Economics of Higher Education.
PUB DATE- 97
NOTE- 61p.; Ed.D. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Academic Standards; *Business Administration; Graduate Study; Higher Education; *Masters Programs; *School Orientation; Student Personnel Services; Student School Relationship
IDENTIFIERS- *Nova Southeastern University FL

This practicum report describes the development of a handbook for Masters in Business Administration (MBA) students at the School of Business and Entrepreneurship at Nova Southeastern University, Florida. This project included a literature review, a review of handbooks from other universities, generation of a list of topics, development of an initial draft, revision, production of a final document, and recommendations to pilot test the handbook with a focus group of new students and to place the handbook on-line for periodic updating. Individual sections of the report introduce the project, review the literature, explain methodology and procedures, report results, and present conclusions and recommendations. The handbook itself is appended. This 34-page guide covers such topics as: the school's mission and goals, the student's rights, the student's responsibilities, the MBA program, scheduling of classes, specializations, registration, the productivity improvement workshop/master's project, grading and academic probation, computer support, syllabi, libraries, the honor society, the Graduate Business Student Association, the alumni association, tuition discounts, textbooks, housing, student insurance, financial aid, career resources, student grievance procedure, the Code of Student Conduct and Academic Responsibility, portfolio guidelines, and maps. (Contains 30 references.) (DB)

ED 430 491 HE 032 082

Faghihi, Forooz; Rakow, Ernest A.; Ethington, Corinna
A Study of Factors Related to Dissertation Progress among Doctoral Candidates: Focus on Students' Research Self-Efficacy as a Result of Their Research Training and Experiences.
PUB DATE- 99

PUB DATE- 98
NOTE- 231p.; Papers presented at a conference of the Austrian Institute for Comparative Education and Higher Education Research (Vienna, Austria, 1995), and revised for publication.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Strategies; *Decision Making; *Educational Change; Educational Environment; Educational Research; Educational Trends; Excellence in Education; Foreign Countries; *Higher Education; Institutional Autonomy; *Politics; Professional Autonomy; School Restructuring; Systems Analysis
IDENTIFIERS- *Europe; Europe (Central); Europe (East)

The conference papers examine higher education reforms in the countries of Eastern and Central Europe from several research perspectives: political, economic, pedagogical, and sociological. Papers are organized in three sections: Higher Education Policies and Institutional Change; Central European Higher Education in Transition; and Higher Education Reforms in Eastern Europe. Titles are: (1) "Social Changes, Politics and Higher Education" (Claudius Gellert); (2) "Knowledge about Higher Education for Its different Stakeholders" (Maurice Kogan); (3) "Researchers and Policy Makers in Higher Education in East Central Europe" (Don Westerheijden); (4) "Institutional Innovations in Higher Education in East and Central Europe--a Progress Report" (Peter Darvas); (5) "Adaption Processes at Universities: Organizational Implications of a Complex Environment" (Barbara Sporn); (6) "Typical Features of Education and Education Reforms in Central Europe" (Jana Hendrichova); (7) "The Power of the Professoriate-Politics and Higher Education Reform in Austria" (Erich Leitner); (8) "Autonomy of Higher Education Institutions and Reforms--the Polish Case" (Ireneusz Bialecki); (9) "Academic Staff Facing a Changing University" (Elzbieta Wnuk-Lipinska); (10) "Changes in the Market of Educational Services in Poland" (Ewa Szemborska); (11) "New Challenges of Tertiary Education in East-Central Europe" (Tamas Kozma); (12) "Policy-Development and Educational Research: The Hungarian Experience" (Janos Setenyi); (13) "Renewal of Higher Education in Slovenia with Special Attention to Quality" (Sonja Kump); (14) "The Progress of Education and Higher Education Reform in Slovakia" (Maria Hrabinska); (15) "Intellectual Elite and Population of Russia about Problems of Education and Personnel Training" (Natalia Kovaleva); (16) "Development of Higher Education Reform in the Ukraine" (Igor Folvarochny); (17) "Higher Education in Romania: The Imperatives of Reform New Paradigms, New Options, New Strategies" (Ioan Neacsu); (18) "Higher Education Reform in Bulgaria" (Nickolay Popov). (Individual papers contain references.) (CH)

ED 430 510 HE 032 102

Howe, Richard D.
Salary-Trend Studies of Faculty for the Years 1994-95 and 1997-98 in the Following Academic Disciplines/Major Fields: Accounting, ..., Geology.
PUB DATE- 98
NOTE- 455p.; For other academic fields, see HE 032 103. For earlier salary trends, see ED 424 845-846.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)

virtual publishing, tele-presence, tele-mentoring, and tele-sharing. Course requirements of a research strategies course at St. Cloud State University (Minnesota) that utilized some of the Infosphere functionalities (tele-accessing, tele-sharing, tele-mentoring) are outlined. (MES)

ED 430 527 IR 019 497

Blake, J.
The Virtual Global Village: The World Wide Web, Instructional Technology and the "Communicative" Language Classroom.
PUB DATE- 97
NOTE- 7p.; In: Mid-South Instructional Technology Conference Proceedings (2nd, Murfreesboro, TN, April 6-8, 1997); see IR 019 485.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *Classroom Communication; *Computer Assisted Instruction; Computer Mediated Communication; *Cross Cultural Studies; Educational Technology; Electronic Classrooms; Global Education; Higher Education; Intercultural Communication; Multimedia Instruction; Multimedia Materials; Optical Data Disks; *Second Language Instruction; Teacher Role; Teaching Methods; *World Wide Web
IDENTIFIERS- *Technology Role; Technology Utilization; *Web Sites

The "discovery and conquest" of the Internet and its application to the teaching of foreign languages and cultures has created some very serious pedagogical problems. The interest in instructional technology appeared on the horizon at a moment when theorists of foreign language acquisition were promoting notions of proficiency-oriented and interactive teaching for cross-cultural communication. The digital realms of the Internet, the World Wide Web, CD-ROM, and network-based communications should immerse students in task-driven cultural studies. This field of expansion has presented a dilemma to foreign language teachers, who have had to face the issue of proper contextualization of these activities. Digital technologies can promote a more student-focused environment only if the teacher examines what is happening in the classroom before the addition of the use of any of the computer technologies. The World Wide Web as properly applied in this effort provides quick and unrestricted access to authentic materials in the form of text, sound, and images. Topics addressed in this paper include: the role of instructional technology in the foreign language classroom; CD-ROM, the Web, and network-based communication technologies; and the importance of communication in the classroom. A compilation of Web sites useful in the foreign language classroom is included. (Author/MES)

ED 430 528 IR 019 498

McKinney, William J.
The High-Tech Humanist: Multimedia Computing in a Senior Applied Ethics Seminar.
PUB DATE- 97
NOTE- 12p.; In: Mid-South Instructional Technology Conference Proceedings (2nd, Murfreesboro, TN, April 6-8, 1997); see IR 019 485.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

DESCRIPTORS- Cable Television; Class Activities; *Current Events; Discussion (Teaching Technique); Educational Media; Educational Television; Elementary Secondary Education; Feature Stories; Headlines; Learning Activities; News Media; News Reporting; Programming (Broadcast); *Social Studies; Teaching Guides; World Affairs
IDENTIFIERS- Cable News Network; *CNN Newsroom; News Stories; News Topics; Web Sites

These classroom guides, designed to accompany the daily CNN (Cable News Network) Newsroom broadcasts for the month of May, provide program rundowns, suggestions for class activities and discussion, links to related World Wide Web sites, and lists of related news terms. Top stories include: Reverend Jesse Jackson secures release of U.S. soldiers held captive by the Yugoslavian government, Columbine students resume studies, tornadoes lay waste to entire neighborhoods in Oklahoma and Kansas, President Clinton visits Europe to refocus attention on NATO's military objectives, foreign ministers agree to Kosovo peace plan (May 3-7); China's government allows demonstrations against the U.S. embassy, President Clinton convenes a strategy session on school violence, global politics of the Kosovo conflict have changed, Robert Rubin resigns as Treasury Secretary, Israelis are divided about upcoming parliamentary elections (May 10-14); Israeli's voters choose Ehud Barak as their new prime minister, supporters of Barak are cautiously optimistic, National Science Foundation study focuses on natural hazards, six students shot by a classmate in Georgia (May 17-21); President Clinton highlights concerns about violence and family values in a commencement address, congressional report details allegations of Chinese nuclear espionage, space shuttle Discovery is poised for return to the International Space Station, United Nations War Crimes Tribunal indicts Yugoslavia's President Milosevic (May 24-28). (AEF)

ED 430 547 IR 019 580

Cavanaugh, Catherine S.
The Effectiveness of Interactive Distance Education Technologies in K-12 Learning: A Meta-Analysis.
PUB DATE- 99
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Comparative Analysis; *Computer Assisted Instruction; Conventional Instruction; *Distance Education; *Educational Technology; Elementary Secondary Education; Instructional Design; *Instructional Effectiveness; Interaction; Meta Analysis; Nontraditional Education; Student Characteristics; Teaching Methods; *Telecommunications; World Wide Web
IDENTIFIERS- Learning Environment; *Video Teleconferencing

This paper summarizes a quantitative synthesis of studies of the effectiveness of interactive distance education using videoconferencing and telecommunications for K-12 academic achievement. Effect sizes for 19 experimental and quasi-experimental studies including 929 student participants were analyzed across sample characteristics, study methods, learning environment, learner attributes, and technological characteristics. The overall mean effect size was 0.147, a small positive effect in favor of distance education. Effect sizes were more positive for interactive distance education programs that combine an individualized approach with

PUB DATE- 99
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; Comparative Analysis; *Economic Status; *Employment Level; *Employment Patterns; *Salary Wage Differentials; State Programs; Trend Analysis; *Welfare Recipients
IDENTIFIERS- *Welfare Reform; *Welfare to Work Programs

The General Accounting Office (GAO) reviewed reports published by seven states (Indiana, Maryland, Oklahoma, South Carolina, Tennessee, Washington, and Wisconsin) regarding the status of their families who have left welfare. The families discussed in the reports were estimated to account for approximately 8 percent of the number of families to leave welfare nationwide between October 1993 and June 1997. According to the reports, most adults in former welfare families were employed at some time after leaving welfare. Little else was known about their family well-being, however. Employment rates ranged from 61% to 87% for adults in the former welfare families; however, little is known about their household income. Between 19% and 30% of those who left the welfare rolls returned to them. The average hourly wage of former welfare clients ranged from $5.67 in Tennessee to $8.09 in Washington. (Nine tables/figures are included. Appended are the following: information about the study's scope and methodology; reports from states' studies of families who left welfare; information on selected grants awarded by the Department of Health and Human Services to families leaving welfare; comments from the Department of Health and Human Services; and names of major contributors to the report.) (MN)

ED 430 090 CE 078 559

Holford, John, Ed.; Jarvis, Peter, Ed.; Griffin, Colin, Ed.
International Perspectives on Lifelong Learning.
PUB DATE- 98
NOTE- 368p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adult Education; Apartheid; Case Studies; Change Strategies; Decision Making; Economic Change; *Education Work Relationship; *Educational Objectives; Educational Policy; Educational Trends; Employer Employee Relationship; Ethics; *Foreign Countries; Foreign Policy; Higher Education; Information Networks; International Programs; *Lifelong Learning; Organizational Development; Political Socialization; Postsecondary Education; Private Sector; Public Libraries; Public Policy; School Business Relationship; Small Businesses; Social Change; Social Responsibility; Teacher Student Relationship; Theory Practice Relationship; Trend Analysis; Unemployment; Welfare Recipients; Womens Education
IDENTIFIERS- European Union; Information Age; Learning Organizations; Welfare Reform

This book contains 30 papers providing international perspectives on lifelong learning. The following papers are included: "Edgar Faure after 25 Years" (Roger Boshier); "Public Rhetoric and Public Policy" (Colin Griffin); "Lifelong Learning and the European Union" (Barry J. Hake); "Critical Perspectives and New Beginnings" (Michael Collins); "Paradoxes of the Learning Society" (Peter Jarvis); "Persuasive Discourses: Learning and the Production of Working Subjects in a Post-Industrial Era" canceled at the time limit. Vermont imposed a work-trigger model in which recipients who reach the limit must work but benefits are not reduced or canceled. Five issues were related to program implementation: deciding on phase-in strategies, conveying the time-limit message, tracking the clock, determining when exemptions apply, and handling cases that reach the time limit. Early findings on whether time limits make a difference were as follows: Florida and Vermont found no evidence that time limits reduced the number of applicants who went on to receive benefits; all four programs for which employment data were available generated increases in employment rates in the pre-time limit period; four of five programs did not reduce the number of welfare recipients during this early period; and families were not more likely to experience severe material hardship after the time limit than they had experienced before. Open questions were whether extensions would be the norm or exception for clients reaching time limits and how time limits would affect behavior and well-being of recipients and their children over the long term. (Contains 36 references.) (YLB)

ED 430 107 CE 078 590

Educational Quality Indicator Program (EQuIP). An Adult and
Community Educator Training Manual for Administrators, Teachers and Volunteers.
PUB DATE- 98
NOTE- 238p.; For a related resource guide, see CE 078 591.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; *Adult Education; Citations (References); *Educational Quality; Educational Resources; *Evaluation Criteria; Evaluation Methods; High School Equivalency Programs; Program Evaluation; Program Improvement; *State Standards; Volunteer Training; Workshops
IDENTIFIERS- *Florida; *Quality Indicators

This self-paced, individualized manual provides guidance in evaluating the quality of adult education programs. The manual contains state-adopted indicators of program quality for Florida. Each of the indicators requires from 1 to 1-1/2 hours of review; a sample checklist or evaluation sheet is provided at the end of each indicator to allow for self-assessment. The manual includes a quality indicator workbook that identifies each of the quality indicators along with the prescribed "measured by" indices. Each quality indicator section includes the following components: (1) focus area (educational gains, educational outcomes, retention, recruitment, program orientation, program planning and evaluation, curriculum and instruction, support services, staff development, and technology integration); (2) indicators of quality for each focus area; (3) descriptors (specific guideline statements that provide clarity for educators on how to address and attain compliance); (4) modules (information on why to measure the descriptor, how to determine where a program stands in this area, and how a program can improve in this area); and (5) resources (included at the end of each module and in a separate more in-depth bibliography). In addition to the quality indicator workbook for the general adult education population, the manual contains quality indicator workbooks for adult secondary, adults with disabilities, English as a second

Auchter, Joan
The Value of the GED Tests.
PUB DATE- 98
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *High School Equivalency Programs; *Test Content; Test Format; Test Norms; *Test Validity; Testing
IDENTIFIERS- *General Educational Development Tests

Unlike traditional K-12 programs, which educate youth to take their place in society, the GED (General Educational Development) Tests certify that adults possess the major and lasting outcomes of a high school program of study. Instead of a high school diploma that signifies the successful completion of a particular course of study, the GED diploma validates the academic knowledge and skills required for admission to further education or employment opportunities. In K-12 programs, content knowledge is the measure of success; the GED tests' performance standard is the understanding and application of concepts. The GED's success rests not on replicating the K-12 experience, but on recognizing the utility of the credential as a passport of the individual and the acceptance of the credential by both academic and corporate organizations. The GED tests have been redrawn and renormed several times to reflect the change from an industrial to an information age and to incorporate the need for higher-level skills. The challenge for the GED test writers is to continue to develop an assessment instrument that is valid and reliable for the intended purpose--the award of a high school level diploma. The year 2000 series tests must first align with the national, jurisdictional, and state standards and performance initiatives to ensure that jurisdictions will continue to award a high school equivalency diploma based on passing the battery of tests. Further, this diploma must have value for the individual as a validation of academic skills, as well as be able to convey the value of those skills to various organizations. (KC)

ED 430 125 CE 078 649

Smink, Jay
A Training Guide for Mentors.
PUB DATE- 99
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; *Career Education; Education Work Relationship; Elementary Secondary Education; *Intergenerational Programs; Internet; Interpersonal Relationship; *Mentors; School Community Relationship; Secondary Education; *Significant Others; *Training Methods; *Volunteer Training; World Wide Web

This guide, which is intended as a primer for program coordinators responsible for managing and implementing mentor programs, explains what content should be included in mentoring programs and how that content should be organized to maintain volunteers' interest in mentoring. Discussed in section 1 are the following topics: job description for mentors; structured

ED 430 142 CE 078 669

Foster, Irene M.
The Education of Retail Managers through Management Training Programs in Apparel Retail Organizations.
PUB DATE- 98
NOTE- 16p.; Paper presented at the American Vocational Association Convention (New Orleans, LA, December 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Continuing Education; Corporate Education; *Fashion Industry; *Management Development; *On the Job Training; Program Evaluation; *Retailing; *Student Evaluation; *Training Methods; Training Objectives

A study was conducted to determine the nature and extent of continuing education and management training programs used by apparel retail companies and to document program content, objectives, methods, assessment techniques, and evaluation procedures. Information was gathered through qualitative research, using the multiple-case study method, with an open-ended questionnaire and interviews with 15 apparel retail managers and trainers. The findings show that, since the restructuring of the selected companies during 1995 and 1996, overall educational reimbursement to employees decreased. Training programs used both on-the-job and classroom methods and were conducted primary in stores, with managers responsible for most of the training. Assessment tools varied, with observational techniques, examinations, self-evaluations, and reviews reported. Participants commented on the lack of overall program evaluation, training consistency, and communication. Conclusions of the study indicate that management training content was limited to technological advances and had little content pertaining to the changing demographics of employees. Methods and assessment tools used in training were conducive to learning. Program goals and objectives were not always clearly defined, and evaluations of the effectiveness of training programs were rarely conducted. The following recommendations were made: retailers should update programs, consider all employees as potential trainers, use different teaching methods and assessment techniques, standardize and evaluate training programs, and continue to develop curriculums. (Contains 23 references.) (KC)

ED 430 143 CE 078 670

Shore, Sue, Ed.
Literacy on the Line. Australian Council for Adult Literacy Conference Proceedings (21st, Adelaide, Australia, September 24-26, 1998).
PUB DATE- 98
NOTE- 177p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Basic Skills; Computer Assisted Instruction; *Computer Uses in Education; Cultural Differences; Developed Nations; Educational Technology; Electronic Mail; Foreign Countries; Homeless People; *Job Training; *Literacy Education; National Standards; *Numeracy; Office Occupations Education; Online Systems; Race; *Workplace Literacy
IDENTIFIERS- *Australia; Vietnam

Dirkx, John M.; Kielbaso, Gloria; Corley, Charles
A Study of Vocational Education Programs in the Michigan Department of Corrections.
PUB DATE- 99
NOTE- 173p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Correctional Education; Correctional Institutions; High School Equivalency Programs; Postsecondary Education; Prisoners; Program Effectiveness; Program Evaluation; *State Programs; *Vocational Education
IDENTIFIERS- *Michigan

Rapid expansion of the prison population in Michigan has created concern for consistency, continuity, and articulation within the Michigan Department of Corrections vocational programs, which serve approximately 1,800 prisoners at a time. For this reason, a study was undertaken to determine how vocational education within Michigan's prisons might better contribute to overall providing inmates with marketable skills and thus reducing the "revolving door" syndrome of the prison population. The project used a qualitative research design, including in-depth interviews, observations, and document analysis through site visits to 47 programs at 15 facilities, along with comparisons with programs in other states. Information obtained in the study was grouped into nine major themes that were used as the basis for review of literature and identifying "best practices" upon which to base analyses and recommendations for change. The best practices are as follows: (1) statewide leadership, policy, and direction; (2) interfacility cooperation and communication; (3) partnerships with local educational agencies and employers; (4) facility leadership and policies affecting educational programs; (5) training, experience, and professional development of education staff; (6) intake and assessment procedures; (7) program curricula; (8) instructional delivery system; and (9) assessment and follow-up. (The report contains 123 references and 7 appendixes: list of site visits, interview protocols, number of interviews, classroom observation notes, curriculum materials review, Michigan Correctional Education Program variables, and labor market information. (KC)

ED 430 162   CG 029 088

Myers, Jane E.; Smith, Howard B.
Third Party Payments: Status for Counselors.
PUB DATE- 99
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Certification; Counseling; Counselor Characteristics; *Counselors; *Databases; *Insurance Companies; Literature Reviews
IDENTIFIERS- *Third Party Payments

This article presents the results of a study intended to establish baseline information and a database relative to counselors' receipt of third party payments. This database provides information against which to measure the success of future efforts to gain recognition and benefits for counselors with insurance agencies and other third party payers. Selected individuals (N=1,000) from several professional organizations responded to a questionnaire that addressed six issues:

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counseling; *Intervention; *Meta Analysis; Models; Outcomes of Treatment; Psychotherapy; Research

The first part of this paper examines using meta-analysis as a basis for making probabilistic statements about client outcome by revisiting Smith and Glass's (1977) classic paper concerning meta-analysis of psychotherapy outcome studies. While it may be argued that making probabilistic statements was not the primary purpose of meta-analysis, Smith and Glass took it in that direction when they presented a figure depicting two overlapping normal distributions, one representing the treated population and the other representing the control population. They pointed out that a person at the mean of the treated population fell at the 75th percentile of the control group. From this it can be deduced that the probability is 0.75 of an individual randomly drawn from the treated population being above the mean of the control population. This paper assesses the justification for this statement using numerical analysis and model fitting techniques. Results show that normal distribution is probably not an appropriate model for treated subjects and working backwards from effect size distributions to client distributions seems doomed to failure. The second part of the paper considers the kinds of probabilistic statements that might be offered to clients and how three models of client outcomes might relate to the statements. Six figures depict the different model analyses. (MKA)

ED 430 183 CG 029 270

Hummel, Thomas J.; Lichtenberg, James W.
Interpretive Error in Psychological Testing.
PUB DATE- 99
NOTE- 22p.; Paper presented at the Annual Conference of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ambiguity; Counseling; Evaluation; *Hypothesis Testing; *Language; *Measures (Individuals); Models; *Psychological Testing; Psychometrics; *Test Interpretation

When evaluating the utility of a psychological test for clinical decision making, both the psychometric properties of the test (i.e., the reliability and validity of the instrument) and the ambiguity of the language by which test results are interpreted or communicated need to be considered. Although each has been studied independently, to date the two have not been related. This paper discusses each of these sources of "interpretive error" with the goal being the development of a model that could systematically relate these two sources of error to the process and outcome of test interpretation. In an example using this new model together with optimistic good-hearted assumptions favorable to tests, it was found that the effect of ambiguity was to more than double the probability that those who test positive will be incorrectly classified. It is suggested that the practice of using non-numeric statements of likelihood be stopped. Instead, results of tests should be presented in tabular form with one row for each diagnostic category. Examples of these tables are provided. It is further noted that there is a significant professional need to move teams enhances students' critical thinking skills by engaging in brainstorming activities around a problem area; hearing multiple perspectives of a problem; honing meaningful research questions; and solving typical research glitches. Faculty have the opportunity to enhance students' self-efficacy by instilling a sense that their work can make a difference in the profession. Research team activities allow for self-evaluation and introspection by the student. This paper describes two models for structuring such training experiences and presents the outcomes of this training opportunity over a 4-year period of implementation. (Contains one table and nine references.) (MKA)

ED 430 202 CG 029 295

Financial Aid Handbook for High School Counselors.
PUB DATE- 98
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Federal Aid; High Schools; *Higher Education; *Paying for College; Scholarships; *Student Financial Aid; Student Loan Programs
IDENTIFIERS- *Oregon

This booklet is intended to supply high school counselors in Oregon with information and forms that will aid in helping high school students obtain financial aid for higher education. It is divided into three parts. The first section, "About Student Financial Aid," provides information on how and when to apply and what happens after the application is received. "Grant and Scholarship Programs Administered by the OSSC" (Oregon State Scholarship Commission), discusses grants funded by the state of Oregon, privately and federally funded scholarships administered by the OSCC, searching for scholarships, and using the Internet to find financial aid sources. The third section, "Federal Student Loan Programs," describes the Federal Family Education Loan Program, including Federal Stafford Loans and Federal PLUS loans as well as the Federal Direct Loan Program. Appendixes are: "Free Application for Federal Student Aid (FAFSA);" "Title IV Codes of Oregon Colleges and Universities, and Some Schools in Other States"; "Application Information for Student Financial Aid 1999-2000"; "Student Budgets 1998-99"; "Financial Aid Offices--Addresses, Phone and Fax Numbers"; "Reference Books and Pamphlets"; "Ford Scholars Special Recommendation Form"; "Watch Out for Scholarship Scam!"; and "Oregon State Scholarship Commission Home Page." (MKA)

ED 430 203 CG 029 296

Jones, Barbara; Frydenberg, Erica
Who Needs Help and When: Coping with the Transition from School to University.
PUB DATE- 98
NOTE- 27p.; Paper presented at the Annual Conference of the American Educational Research Association (Montreal, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

Spelling; State Standards; *Student Educational Objectives; Student Evaluation
IDENTIFIERS- *Idaho; Integrated Contextual Learning; *Phonological Awareness

This research-based comprehensive literacy plan for grades K-3 for Idaho states that reading programs during the first 3 years should be designed so that adequate instructional time is devoted to the teaching of phonemic awareness skills, phonics skills, the development of spelling and orthographic skills, the development of reading fluency and automaticity, and the development of reading comprehension strategies. The plan further states that each of these components of reading instruction should be taught in an integrated context with ample practice provided in reading familiar material. The plan is divided into separate sections for each grade, each component of which is outlined clearly in divisions listing skills, teaching interventions, and assessment. The Kindergarten section has the following parts: (1) Oral Language and Listening Skills; (2) Reading Skills: Sound, Symbol, and Structure Awareness, Comprehension; and (3) Vocabulary, Spelling Writing. The first, second, and third grade sections have the same parts with the addition in each section of a part on Phonics, Decoding, Word Attack, and Comprehension. The plan concludes with a glossary of relevant terms and sections on suggested assessment materials, references, reading textbook selection, and bibliography of phonological awareness resources. (NKA)

ED 430 223 CS 013 613

Reading Achievement State by State, 1999. Goal 3: Student Achievement and Citizenship.
PUB DATE- 99
NOTE- 337p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Gains; Comparative Analysis; Elementary Education; *Grade 4; *Grade 8; National Competency Tests; *Reading Achievement; Reading Research; Standardized Tests; State Norms; *Student Evaluation; Tables (Data); Test Results
IDENTIFIERS- Goals 2000; *National Assessment of Educational Progress; State Reading Assessments

Noting that performance at the highest levels of achievement on the National Assessment of Educational Progress (NAEP) is evidence that students have demonstrated competency over challenging subject matter and achieved the third National Educational Goal, this report presents the most up-to-date results in reading achievement for the states and the nation from the NAEP. It presents a decade of NAEP reading data in a clear, easy-to-understand format that enables state policymakers to monitor educational progress over time; whether their students are performing as well as others; and the extent to which all groups of students in their state are achieving at high levels. It awards gold stars to seven states and one U.S. territory that increased the percentage of 4th graders who met the National Educational Goals Panel's performance standard in reading during the 1990s: Colorado, Connecticut, Kentucky, Louisiana, Maryland, Minnesota, Mississippi, and the Virgin Islands. The report also recognizes the top three states in 4th grade reading (Connecticut, New Hampshire, and Massachusetts), and in 8th grade reading (Connecticut, Maine, and Montana). It recognizes four states and one city that made greater than assessment until the next higher testing level, the annotation will say, "Beyond 3rd (or 7th) grade state assessment." Not all of the skills identified here as fair game for a state test will show up on the test in any given year. (RS)

ED 430 241　　　　CS 216 705

Communication Arts, Grades 3, 7, and 11. IV: Make Decisions and Act as Responsible Members of Society. Assessment Annotations for the Curriculum Frameworks.
PUB DATE- 99
NOTE- 23p.; For other assessment annotations, see CS 216 702-704. For Missouri's Framework for Curriculum Development in Communication Arts K-12, see ED 410 598.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Development; *Decision Making; Elementary Secondary Education; Grade 11; Grade 3; Grade 7; Performance Based Assessment; *Reading Achievement; *Reading Tests; *Test Coaching; Test Construction; Test Wiseness; *Writing Evaluation; *Writing Tests
IDENTIFIERS- *Missouri Assessment Program

This document includes the left-hand column ("What all Students Should Know") and the center column ("What All Students Should Be Able To Do") from "Missouri's Framework for Curriculum Development in Communication Arts K-12." Next to these two columns has been added a column which includes assessment notes for those grade levels which will be tested in the Missouri Assessment Program (MAP). The annotations found in this column are intended to provide information to administrators, curriculum directors, and teachers concerning what is or is not "fair game" for the new statewide performance assessment in communication arts. At the top of the assessment notes column, the grade level of the test in question is identified (third, seventh, or eleventh). Below this heading, the knowledge benchmark statement from the left-handed column is repeated. Below the knowledge benchmark statement, information is given on each of the performance benchmarks found in the middle column. If the letter is followed by the words "Grade 3 (or 7 or 11) state assessment," this benchmark is considered fair game for the assessment at that level. If the benchmark is assessable on the statewide test but is not fair game for assessment until the next higher testing level, the annotation will say, "Beyond 3rd (or 7th) grade state assessment." Not all of the skills identified here as fair game for a state test will show up on the test in any given year. (RS)

ED 430 242　　　　CS 216 706

Calderonello, Alice; Shaller, Deb
Is the Truth Out There? Fables of Abduction, Abdication, and Absolution on the Post-Profession, Pre-Millennial Landscape.
PUB DATE- 99
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (50th, Atlanta, GA, March 24-27, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; *Scholarship; Theory Practice

case study results informed the planning for the class, but similar results could be achieved using educational drama strategies and staff development literature; peer mentoring is highly effective, but difficult to arrange; an after-school class will be more effective if the instructor goes into the classroom to observe the teaching and learning process. (Contains 28 references; appendixes contain interview questions, a course content form, a revised course outline, and questions and checklists for reflection.) (Author/RS)

ED 430 263 CS 510 058

Parents Sharing Books. Videotape .
PUB DATE- 97
NOTE- 0p.; Program set includes Leader Training Manual, Transparencies, and Technical Report.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- Elementary Secondary Education; *Family Literacy; *Parent Participation; Parent Role; *Parent Student Relationship; Program Descriptions; *Reading Aloud to Others; Reading Attitudes; *Reading Motivation; *Recreational Reading

This videotape generates enthusiasm by showing participants an overview of the goals and benefits of the Parents Sharing Books Program. It features parents, teachers, and principals who are involved in book-sharing programs in their schools. By watching the videotape, parents will see book-sharing strategies and motivational techniques and hear about success stories from parents like themselves. (RS)

ED 430 264 CS 510 059

Motsinger, Hillery M.; Garcia, Rosalinda; Herrera, Rudy
Ventilando la Ilama (Fanning the Flame). Videotape .
PUB DATE- 97
NOTE- 0p.; Includes a facilitator's manual in English with a parent section in Spanish.
LANGUAGE- Spanish
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- Academic Achievement; Elementary Secondary Education; *Family Environment; *Family Literacy; *Parent Participation; *Parent Student Relationship; *Parents as Teachers; Reading Attitudes; Reading Motivation

This two-part video program, completely in Spanish, shows parents the importance of their involvement with the school and with the development of their children's skills and attitudes. In Part I (20 minutes), parents learn that they are their children's first and most influential teachers. Specific strategies are offered for creating an achievement-oriented home environment and for rewarding and reinforcing positive behavior and success. In Part II (19:40 minutes), parents discover how to build the self-esteem of their children in order to promote and sustain achievement in school. Also included are suggestions on communicating with and supporting the efforts of teachers and the school. (RS)

ED 430 265 EA 029 237

Willie, Charles V.; Alves, Michael J.

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; Expenditure Per Student; *Financial Policy; Financial Services; *School District Spending; State School District Relationship
IDENTIFIERS- *Kansas

This paper summarizes the main provisions of Kansas' School District Finance and Quality Performance Act (SDFQP). The paper discusses state financial aid and how this is affected by decreasing enrollment, program weight, low-enrollment weight, correlation weight, transportation weight, at-risk pupil weight, school-facilities weight, and ancillary school-facilities weight. The paper describes the effects of local efforts on school financing and outlines local-effort amounts, district general funds, contingency reserve funds, and other special funds. The paper also focuses on local-option budgets, particularly revenue and balances, and how these budgets influence school spending. Other issues covered here include special taxing authority for operating costs associated with the opening of new facilities, state-funding sources for the SDFQP, adjustment for overpayments and underpayments, and expenditure caps. Attention is also focused on school reform, such as the accreditation of schools, academic standards and assessments, school-site councils, the public-education performance report card, and a study of the impact of the school accreditation system. The paper likewise examines the SDFQP committee, a 16-member committee charged with monitoring implementation and operation of the SDFQP system, the school-district capital improvements state aid program, and other matters. (RJM)

ED 430 284 EA 029 806

Study of Education Issues in Nine Louisiana School Districts.
PUB DATE- 99
NOTE- 204p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Educational Finance; *Educational Needs; Educational Resources; Elementary Secondary Education; Expenditure Per Student; Financial Services; *School District Spending
IDENTIFIERS- *Louisiana

This report provides an overview of education in Louisiana. The study on which the report is based on detailed examinations of financial and statistical data in nine individual school districts, covering the years 1996 to 1999. The study found that some key financial data were inaccurate and, in some cases, not even available. It examined the cost per student for each category of expenditure, finding these to be around $5,454 for 1997 and $5,758 for 1998. The study also looked at instructional expenditures and examined whether schools are providing the legally mandated number of instructional minutes. The study explored teacher certification and asked about the various teacher certifications and authorizations to teach. The study also investigated whether teachers are teaching subjects in which they are certified, finding that at least 75 percent of teachers in five districts are teaching subjects in which they are certificated. The review found that some districts have nonclassroom teachers coded as classroom teachers. It looked at teachers', principals', and assistant principals' compensation and found some errors in remuneration. The report parish religious education programs and parochial schools. The findings present details on catechetical effectiveness, catechetical concerns, and NPCD services. A final section analyzes popular beliefs about directors, such as the notion that directors of religious education are an aging population. The study concludes that earlier trends, such as steady increases in salaries and men receiving higher salaries than women, continue. Overall, catechetical leaders shared optimism about the future of catechetical education. (RJM)

ED 430 303   EA 029 827

Guerra, Michael J.
CHS 2000: A First Look.
PUB DATE- 98
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Catholic Educators; *Catholic Schools; Educational Assessment; *High Schools; Lay People; Lay Teachers; National Surveys; Profiles; Program Descriptions; *School Personnel; Summative Evaluation; Trend Analysis

This publication reports the findings of a 1997 survey of Catholic high schools. It is the first of several reports to be issued as part of a multiyear project. The findings are presented in five chapters: Institutional Characteristics, with emphasis on geography, governance, gender and grade levels, and selectivity; Staff and Student Profiles, which includes principals, presidents, teachers, and faculty; Governance; School Programs, both academic and religious education; and Patterns of Diversity. Findings show that Catholic high schools are becoming more private and that coeducation is on the rise. Staff composition figures, from 1983 to 1997, show that the percentage of Catholic high schools with sisters as principals fell from 40 percent to 23 percent. Accordingly, this increased laicization meant that more laypersons had a greater say in policy development and implementation. Furthermore, school programs remained primarily non-selective, with a third of the schools offering accommodations for disabled or challenged students. Results portray the typical Catholic high school as having about 500 students, a student/teacher ratio of 13:1, high acceptance rates, a diverse student body, and advanced-placement courses. Overall, students are not tracked into college preparatory, although 97 percent of all Catholic high-school graduates go on to postsecondary education. (RJM)

ED 430 304   EA 029 828

Kealey, Robert J.
Balance Sheet for Catholic Elementary Schools: 1997 Income and Expenses.
PUB DATE- 98
NOTE- 63p.; For the 1995 report, see ED 410 690.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Catholic Schools; *Educational Finance; *Elementary Education; *Expenditure Per Student; Lay People; Lay Teachers; National Surveys; Preschool Education; Profiles; Program Descriptions; School Personnel; Summative Evaluation

This report provides an overview of the Catholic elementary education. The instrument used to survey the schools was a 100-

Solomon, Debra; Kamprath, Nancy
The State of Charter Schools. National Study of Charter School. Third-Year Report.
SPONS. AGENCY- National Inst. on Student Achievement, Curriculum, and Assessment (ED/OERI), Washington, DC.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 59p.; For the first and second year reports, see ED 409 620 and ED 423 612.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *Charter Schools; Comparative Analysis; *Data Analysis; Elementary Secondary Education; Nontraditional Education; Program Descriptions; Trend Analysis

This report provides descriptive information on charter schools that were in operation during the 1997-98 school year. The report is part of a 4-year research program that will document and analyze the charter-school movement. Data were gathered using phone surveys, repeated field visits to a sample of charter schools and their surrounding districts, student achievement tests administered at a sample of charter schools, the collection of existing student assessments for a sample of charter schools and for other public schools, and other methods. The report opens with an overview of the charter movement, paying particular attention to the differences across charter states in terms of the number of charter schools. The next section summarizes basic characteristics of charter schools compared to other public schools, and includes such data as school size, grade-level configuration, percentages of certificated teachers, and student-to-computer ratios. The third section compares student-demographic features of charter schools to that of other public schools. The last section reviews data on several issues that are central to understanding how charter schools may operate differently from other public schools. Data show that an additional 361 charter schools opened in 1998, raising the total number of charter schools to 1,050, operating in 27 states. (RJM)

ED 430 324 EA 030 031

Wirt, John; Choy, Susan P.; Bae, Yupin; Sable, Jennifer; Gruner, Allison; Stennett, Janis; Perie, Marianne; Pratt, Rebecca, Ed.; Pfile, Ross, Ed.; Connor, Sonia, Ed.; Livingston, Andrea, Ed.
The Condition of Education, 1999.
PUB DATE- 99
NOTE- 437p.; For the 1998 report, see ED 420 931.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Access to Education; Distance Education; Educational Assessment; *Educational Attainment; *Educational Quality; Educational Trends; Elementary Secondary Education; Enrollment; Ethnic Discrimination; Ethnic Distribution; Family Characteristics; Foreign Countries; Higher Education; Mainstreaming; *Outcomes of Education; Parent Role; Paying for College; *School Demography; *School Statistics; Student Promotion; Tables (Data); Teacher Background; Teacher Characteristics; Teacher Salaries; Teaching Methods
IDENTIFIERS- *Educational Indicators

The current status of education for 1999 is presented as an indicator report, analyzing key data that measure the health of providers on the early signs of hearing impairment is essential. Also included in this document are the recommendations of the National Institute on Deafness and Other Communication Disorders concerning acceptable protocols in statewide universal newborn hearing screening programs. These recommendations urge use of screening which involves a physiologic response implemented with objective response criteria. (DB)

ED 430 344 EC 307 192

Willard-Holt, Colleen
Dual Exceptionalities. ERIC Digest E574.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Ability Identification; Attention Deficit Disorders; Disability Identification; Elementary Secondary Education; *Gifted Disabled; Hyperactivity; *Special Needs Students; *Student Characteristics; Student Evaluation; Student Needs
IDENTIFIERS- ERIC Digests

Gifted students with disabling conditions remain a major group of underserved and understimulated youth. This digest stresses the importance of both accommodating the disability appropriately while recognizing and nurturing the individual's intellectual strengths. Discussion of assessment is followed by a series of lists intended to assist parents and teachers in recognizing intellectual giftedness in the presence of a disability: gifted students with visual impairments, gifted students with physical disabilities, gifted students with hearing impairments, and gifted students with learning disabilities. Three additional lists are intended to help distinguish between gifted students who are bored and students who have an attention deficit hyperactivity disorder. The final section considers implications for students with dual exceptionalities in lists which address implications for identification, instruction, and classroom dynamics. (DB)

ED 430 345 EC 307 193

Botterbusch, Karl F.
Outcomes and Career Achievements of Persons with Professional Qualifications Who Have Severe Psychiatric Disabilities: The Minnesota Mainstream Experience.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 171p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adults; *Career Development; Community Health Services; Data Analysis; Educational Background; *Emotional Disturbances; Employment Experience; Higher Education; Individual Development; Interviews; Job Satisfaction; Life Satisfaction; *Mental Disorders; Mentors; Professional

DESCRIPTORS- *Behavior Disorders; Behavior Patterns; Diagnostic Teaching; *Disabilities; Educational Legislation; Educational Policy; Elementary Secondary Education; Evaluation Methods; Federal Legislation; Individualized Education Programs; Intervention; Special Education; *Student Evaluation
IDENTIFIERS- Amendments; *Behavior Analysis; *Functional Assessment; Individuals with Disabilities Educ Act Amend 1997

This guide examines the rationale for and the process of conducting a functional behavioral assessment as required under the 1997 amendments to the Individuals with Disabilities Education Act. The guide looks at ways schools and Individualized Education Program (IEP) teams can translate this new public policy into classroom practice by means of a step-by-step approach to functional behavioral assessment. The guide explains an integrated, 6-step assessment process. The steps are: (1) describe and verify the seriousness of the problem; (2) refine the definition of the problem behavior; (3) collect information on possible functions of the problem behavior; (4) analyze information using triangulation and/or a problem pathway chart; (5) generate a hypothesis statement regarding likely function of problem behavior; and (6) test hypothesis statement. The guide then focuses on ways to collect various kinds of information and how to organize and analyze this information. It highlights the role that both professional collaboration and school-wide support can play in addressing student problem behavior. Seven appendices provide blank forms, sample completed forms, and reference charts. (DB)

ED 430 364 EC 307 217

Quinn, Mary Magee; Osher, David; Hoffman, Catherine C.; Hanley, Tom V.
Safe, Drug-Free, and Effective Schools for ALL Students: What Works!
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.; Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Mental Health Services.
PUB DATE- 98
NOTE- 106p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Demonstration Programs; *Disabilities; Discipline; *Drug Abuse; Drug Education; Educational Principles; Elementary Secondary Education; Focus Groups; Intervention; Prevention; *Program Effectiveness; School Districts; *School Safety; Violence
IDENTIFIERS- Hillsborough County Public Schools FL; Individuals with Disabilities Education Act; Oregon (Lane County); Polk County School District FL; Safe and Drug Free Schools and Communities Act

This report presents findings of a project that identified and examined three communities where schools have successfully reduced discipline problems and improved learning and behavior of all students, including those with disabilities. Site visits by a research team and expert panels (including both lay community members and professionals) were conducted as were six focus groups comprised of students, family members, general and special educators, administrators, school board members, and community agency representatives. The team visited: (1) Westerly, Rhode Island, where new leadership in the 1990s transformed a district with many civil rights violations into a model program for students who are receiving a continuum of

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- Educational Environment; *Elementary Schools; Foreign Countries; Guidelines; Optical Disks; *Playgrounds; Public Schools
IDENTIFIERS- *Playground Design

This CD-ROM explores the issues connected with choosing, developing, locating, and using seating in school grounds. It is designed to be used by teachers with pupils of all ages and includes sections on resources, maintenance, history, and pupil activities. It also can be used to create mini-presentations for use with pupils, staff, parents, and governors. (GR)

ED 430 386 EF 005 412

Moore, Robin C.; Goltsman, Susan M.
Play for All. CD-ROM .
PUB DATE- 99
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- Elementary Education; *Elementary Schools; Optical Disks; *Playgrounds; Public Schools
IDENTIFIERS- *Playground Design; Playground Equipment

A CD-ROM provides a tour of some of the world's greatest play environments, presenting 94 photographic images that illustrate the key concepts and recommendations from Play For All guidelines. It is organized into 10 categories covering a range of play area settings, including play equipment, sand settings, water settings, play props, and animal habitats. (GR)

ED 430 387 FL 025 568

McNeely, Sharon
Chapter One Special Alternative Summer School Project Evaluation, 1997-1998. Cicero Public Schools, District #99.
SPONS. AGENCY- Cicero Board of Education, IL.
PUB DATE- 98
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *English (Second Language); Family Literacy; Grade 4; Grade 5; Grade 6; Intermediate Grades; *Language Skills; Language Teachers; *Limited English Speaking; Mathematics Education; *Numeracy; Parent Participation; Program Evaluation; Public Schools; Science Education; *Scientific Literacy; Skill Development; Staff Development; *Summer Schools
IDENTIFIERS- Cicero School District 99 IL; Education consolidation Improvement Act Chapter 1

The report evaluates the sixth year of an Illinois Chapter One Special Alternative Instructional Program for limited-English-proficient (LEP) students entering grades 4-6, designed to develop students' English language skills and academic skills in mathematics and science, increase professional development opportunities and instructional repertoires of teachers of LEP students, and enhance parent participation and literacy skills. The project was successful in meeting its major goal of serving the target population's needs; literacy, math, science, and computer skills all increased, and teacher and parent objectives were met. The report describes the program's design and funding, teacher development activities, parent activities, development of materials for parents to use with students,

Instruction; Reading Skills; Speech Skills; Writing Skills
IDENTIFIERS- *Alberta

The guide provides both general and specific behavioral objectives for French native language instruction at each grade level in Alberta's elementary and early secondary schools (K-8). An introductory section gives an overview of the curriculum's design and use of the guide, instructional and evaluation principles, and some major bibliographic resources. Subsequent sections present, in chart form, major performance objectives and targeted subskills for instruction in the areas of culture and identity, oral communication, reading, and writing. (MSE)

ED 430 408 FL 025 849

French Language Arts: Programme d'etudes de francais langue seconde--immersion (Program of French Second Language Study--Immersion).
PUB DATE- 98
NOTE- 311p.
LANGUAGE- French
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Behavioral Objectives; *Cultural Awareness; Curriculum Design; Elementary Secondary Education; Foreign Countries; *French; *Immersion Programs; Language Attitudes; *Language Skills; Listening Comprehension; Reading Comprehension; Second Language Instruction; *Second Languages; Speech Skills; Writing Skills
IDENTIFIERS- *Alberta

The guide provides both general and specific behavioral objectives for French second language instruction in immersion contexts at each grade level in Alberta's elementary and secondary schools (K-12). An introductory section gives an overview of the curriculum's design and use of the guide, instructional and evaluation principles, and some major bibliographic resources. Subsequent sections present, in chart form, major performance objectives and targeted subskills for instruction in the areas of cultural and language appreciation, listening comprehension, reading comprehension, speaking, and writing. (MSE)

ED 430 409 FL 025 850

Selection d'ouvrages de la litterature enfantine. Bibliographie annotee, francais langue seconde--immersion, M-3. (Selection of Works from Children's Literature. Annotated Bibliography, French as a Second Language--Immersion).
PUB DATE- 99
NOTE- 368p.
LANGUAGE- French
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Childrens Literature; Classroom Techniques; Educational Environment; Foreign Countries; *French; Imagination; *Immersion Programs; Information Needs; Instructional Materials; Primary Education; Program Evaluation; Reading Centers; *Reading Instruction; Second Language Instruction; *Second Languages
IDENTIFIERS- *Alberta

The annotated bibliography lists albums, picture books, stories, novels, informational books, songs, and readings appropriate for children in grades K-3 in French immersion programs. An regulatory mechanisms are used as policy instruments. The paper also discusses traditional approaches to resource allocation and recent developments in resource allocation, including performance-based funding. The paper outlines the pressures placed on governments by globalization, the right-wing political ideologies that give these pressures political voices, the resultant change in the role of government, and the development of academic capitalism. The paper notes that government policy has induced academic capitalism in Alberta's higher education system and describes Alberta's performance-based funding mechanism. The paper concludes by outlining some criticisms of the performance indicators used in Alberta's funding mechanism and discussing the implications of the performance-based funding mechanism in the province. (Contains 85 references.) (MDM)

ED 430 429 HE 031 988

Hajian, Tamar; Sizer, Judith R.; Ambash, Joseph W.
Record-Keeping and Reporting Requirements for Independent and Public Colleges and Universities.
PUB DATE- 98
NOTE- 112p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Confidential Records; Federal Legislation; *Federal Regulation; *Higher Education; *Legal Responsibility; Payroll Records; Private Colleges; Public Colleges; Public Education; *Recordkeeping; *Records (Forms); *Records Management; State Legislation; State Regulation; Student Records; Universities
IDENTIFIERS- Anti Drug Abuse Act 1988; Massachusetts

This publication summarizes federal laws governing record-keeping, reporting, and retention of records typically in the possession of private and public colleges. It reviews relevant requirements of statutory and regulatory laws in regard to student records (transcripts, medical records, admission files, and disciplinary records); employee records (personnel files, affirmative action information, and payroll records); reporting and record-keeping requirements for nonprofit institutions; student financial aid records; records for grants and sponsored research; law enforcement records (campus security and hazing reports); licensure and accreditation records; and miscellaneous records (including voting lists, registration of out-of-state motor vehicles, and records required by the Drug Free Schools and Communities Act of 1988). The publication also discusses privacy and nondisclosure issues in relation to particular types of records, along with specific time periods for record retention, as expressly provided by statute or regulation. An appendix provides an overview of Massachusetts state laws governing record-keeping, reporting, and retention issues for illustrative and comparative purposes. A grid giving citations for federal laws governing record-keeping and reporting requirements is appended. (Contains 76 footnotes.) (MDM)

ED 430 430 HE 031 989

Sermersheim, Michael D.
Computer Access: Selected Legal Issues Affecting Higher Education.
PUB DATE- 98

fall 1997. This study of unmet demand attempted to obtain an unduplicated count of qualified individuals applying to Washington state institutions who were not served by the state system. Chapter 6 presents Washington state enrollment participation rates by county. Finally, Chapter 7 provides national data for comparison, including state education attainment (1990) and state participation rates. Appendices provide additional historical and current enrollment statistics and supporting and miscellaneous enrollment projection data. (DB)

ED 430 450 HE 032 041

Louisiana State University System General Purpose Financial Statements and Independent Auditor's Reports as of and for the Year Ended June 30, 1998, with Supplemental Information Schedules.
PUB DATE- 99
NOTE- 111p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Accounting; Expenditures; *Financial Audits; Higher Education; Income; State Colleges; *State Universities; Tables (Data)
IDENTIFIERS- *Louisiana State University System

This report presents results of a financial audit of the Louisiana State University (LSU) system. The auditors also rendered opinions on financial statements of separate, incorporated foundations which oversee the investment of various university endowments, the financial statements for which were prepared by other auditors. An accompanying letter summarizes findings and notes that except for the practice of excluding liability relating to compensated absences, the general financial statements present the financial condition of the university fairly and according to generally accepted accounting principles. The auditor's report includes three general purpose financial statements covering combined balances for all funds; changes in fund balances; and current revenues, expenditures, and other changes. Also included are supplemental information schedules for the LSU Board of Supervisors and System Administration; the Pennington Biomedical Research Center; LSU & A&M College (Baton Rouge); LSU at Alexandria; LSU at Eunice; the Paul M. Hebert Law Center; LSU Agricultural Center; the University of New Orleans; LSU at Shreveport; and the LSU Medical Center. For each of the individual institutions, the report provides a balance sheet; a schedule of changes in fund balances; and a schedule of current revenues, expenditures, and other changes. (DB)

ED 430 451 HE 032 042

Direct Loan Training: 1999-2000.
PUB DATE- 99
NOTE- 506p.; For related training guides, see HE 032 043-044.
LANGUAGE- English
EDRS Price- MF02/PC21 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accounting; *Compliance (Legal); Computer Oriented Programs; Databases; Government School Relationship; Higher

other states and descriptions of advanced placement, College High, International Baccalaureate diploma, and 2 2/Tech Prep programs. (MDM)

ED 430 471 HE 032 062

Kang, Bai; Miller, Michael T.
An Overview of the Sabbatical Leave in Higher Education: A Synopsis of the Literature Base.
PUB DATE- 99
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *College Faculty; Educational Attitudes; *Educational History; Higher Education; *Personal Narratives; Professional Development; Research; *Sabbatical Leaves; Secondary Education; Secondary School Teachers; Teacher Attitudes
IDENTIFIERS- Faculty Attitudes

This paper reviews the history of sabbatical leave in secondary and postsecondary education, as well as contemporary research on sabbatical leave, and offers some personal narratives of the sabbatical experience. It explains that sabbatical leave programs began at Harvard University in 1880, with professors granted a year of leave at half-pay every seventh year. By the early 1930s, 178 institutions had started this practice. Contemporary research on sabbatical leave suggests that it is a positive tool for enhancing faculty morale; that it allows faculty to study, carry out research, and travel; and that it has a positive impact on the institution. Narratives on the sabbatical have stressed the creative, rewarding nature of the experience; the ability it allows to acquire an advanced degree or a new language; and its rejuvenating effects. It is concluded that sabbatical leaves have a justifiable place in education when viewed as a form of faculty development, and that sabbaticals can make a difference in faculty career life-stages. (Contains 24 references.) (MDM)

ED 430 472 HE 032 063

Repayment Book. William D. Ford Federal Direct Loan Program.
PUB DATE- 99
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Credit (Finance); Federal Programs; Higher Education; Interest (Finance); *Loan Repayment; Money Management; Student Financial Aid; *Student Loan Programs
IDENTIFIERS- *Federal Direct Student Loan Program

This booklet is intended to help individuals who received William D. Ford Federal Direct Loans as students manage the repayment process. Following an introduction, explanations are offered for how the principal balance of the loan is determined and how interest rates are applied. The following sections explain the four different repayment plans, factors to consider in choosing a plan, the process of switching plans, and making payments. Many examples illustrate each aspect of the loan repayment process. A chart offers examples of debt levels, monthly payments, and total amount repaid for all of the repayment

NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Ontario, Canada, April 19-23).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Advising; *Academic Persistence; *Doctoral Dissertations; *Doctoral Programs; *Faculty Advisers; Graduate Study; Higher Education; Questionnaires; *Research Skills; *Self Efficacy; Surveys

This study examined relationships among doctoral candidates' background characteristics, research preparation, research environment, research involvement, student-advisor relationship, research self-efficacy, and dissertation progress. The study focused on differences in research self-efficacy and dissertation progress among students from the three different departments within the college of education at an urban Southern research university. Subjects (n=97) had completed their course work and passed written and oral comprehensive examinations during the years 1987-1997, but had not completed their degrees by December 1997. Subjects responded to a mailed questionnaire that asked questions related to research training, research environment, research involvement, graduate assistantships, relationships with advisors and committee members, research self-efficacy, dissertation status, and demographics. Results indicated that both students' research self-efficacy and their relationships with their advisors and committee members significantly contributed to dissertation progress, and these effects were consistent for all students, regardless of gender, age, degree of financial impediments, or number of years in the doctoral program. None of the student background characteristics were found to have a significant effect on dissertation progress. Also, students' perception of their research training, but not their research environment, was positively related to dissertation progress. (Contains 43 references.) (DB)

ED 430 492   HE 032 083

Renn, Kristen A.
Space To Grow: Creating an Ecology Model of Bi- and Multiracial Identity Development in College Students.
PUB DATE- 99
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Ontario, Canada, April 19-23).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Development; College Students; Diversity (Student); *Ethnicity; Higher Education; Models; *Peer Influence; Racial Factors; *Student Adjustment; *Student Development; Systems Approach
IDENTIFIERS- Bronfenbrenner (Urie); *Mixed Race Persons; *Multiracial Identity

This study examined how campus peer culture influences the ways in which multiracial students make meaning of their racial identity, and applies Urie Bronfenbrenner's ecological model of cognitive development to analyze elements in the college environment that stimulate or inhibit identity development. Discussion of the situation of multiracial students in the

DESCRIPTORS- Academic Rank (Professional); Architectural Education; Area Studies; Business Education; *College Faculty; Comparative Analysis; *Compensation (Remuneration); Counselor Educators; Distributive Education; Economics; Educational Administration; Engineering Education; English Teachers; Ethnic Studies; Higher Education; Language Teachers; Physical Sciences; Secretaries; Social Studies; Tables (Data); Teacher Education; *Teacher Salaries; Technology Education; Theater Arts

This document provides comparative salary trend data for full-time faculty in 27 academic disciplines/major fields for the baseline year 1994-95 and the trend year 1997-98 for 262 public and 387 private institutions. For each discipline/major field surveyed, the report provides a Classification of Instructional Programs (CIP) definition, data tables providing information on salary by rank and faculty mix, and comparisons between the two study years. Appended to each review are lists of selected disciplines and public and private participating institutions. The following fields are included: Accounting; Administrative Assistant/Secretarial Science, General; Anthropology; Architecture and Related Programs; Area, Ethnic, and Cultural Studies; Art, General; Biological Sciences/Life Sciences; Business Administration and Management, General; Business Management and Administrative Services; Business/Managerial Economics; Chemistry, General; Communications; Computer and Information Sciences; Counselor Education/Student Counseling and Guidance Services; Curriculum and Instruction; Drama/Theater Arts, General; Economics, General; Education; Education Administration and Supervision, General; Education/Instructional Media Tech/Technician; Engineering; Engineering Related Technologies; English Language and Literature/Letters; Enterprise Management and Operation, General; Foreign Languages and Literatures; Geography, and Geology. (CH)

ED 430 511 HE 032 103

Howe, Richard D.

Salary-Trend Studies of Faculty for the Years 1994-95 and 1997-98 in the Following Academic Disciplines/Major Fields: History, General, ...,Visual and Performing Arts.

PUB DATE- 98

NOTE- 435p.; For other academic fields, see He 032 102. For earlier salary trends, see ED 424 845-846.

LANGUAGE- English

EDRS Price- MF01/PC18 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)

DESCRIPTORS- Academic Rank (Professional); Allied Health Occupations Education; Area Studies; Business Education; *College Faculty; Comparative Analysis; *Compensation (Remuneration); Consumer Education; Educational Administration; Higher Education; History; Home Economics; Language; Library Science; Marketing; Mathematics Education; Nursing Education; Philosophy; Physical Sciences; Physics; Political Science; Psychology; Recreation; Religion; Social Sciences; Sociology; Tables (Data); Teacher Education; *Teacher Salaries; Visual Arts

This document provides comparative salary trend data for full-time faculty in 26 academic disciplines/major fields for the baseline year 1994-95 and the trend year 1997-98 for 262 public and 387 private institutions. For each discipline/major field surveyed, the report provides a Classification of Instructional Programs (CIP) definition, data tables providing information on salary by rank and faculty mix, and comparisons between the two study years. Appended to each review are lists of selected

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Course Descriptions; Courseware; Educational Technology; *Environmental Education; *Ethics; Higher Education; Humanism; Interaction; Interdisciplinary Approach; Learning Strategies; *Multimedia Instruction; Multimedia Materials; Teaching Methods; Teaching Styles
IDENTIFIERS- *Environmental Ethic; Socratic Method; Southeast Missouri State University; Technology Integration; Technology Utilization

Improved computer technology presents philosophers with the means to enhance their applied ethics classes by providing the opportunity to explore myriad practical and conceptual problems heretofore impossible in the traditional classroom. This paper examines some of the potential and problems inherent in using computerized techniques in Southeast Missouri State University's Environmental Ethics class. The course syllabus and justification for inclusion in the university's interdisciplinary studies program are presented. Asynchronous teaching and learning techniques are discussed, and the use of an interactive policy simulation, called "Balance of the Planet," is described. It is concluded that, when a full battery of interactive and synchronous techniques is combined into a traditionally Socratic environment, the essentially dialectic nature of the humanities is preserved, while simultaneously incorporating powerful new teaching and learning styles which are vital in applied ethics. (MES)

ED 430 529 IR 019 499

Luce, Eric F.
An Online Adventure with BCReading and Wolftrip.
PUB DATE- 97
NOTE- 11p.; In: Mid-South Instructional Technology Conference Proceedings (2nd, Murfreesboro, TN, April 6-8, 1997); see IR 019 485.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Computer Mediated Communication; *Computer Uses in Education; Educational Technology; *Faculty Development; Grade 7; Interaction; Internet; Middle Schools; *Remedial Reading; Student Attitudes; Student Motivation; Training; *Writing Instruction
IDENTIFIERS- *Technology Integration; Technology Role; Technology Utilization

This case study of electronic correspondence and interactions shares some things that seemed to work and some that didn't when a seventh grade remedial reading class chatted online with a university-based professor of curriculum and instruction. The middle school students and teacher became quite interested in this activity. These students were reading and writing even though their tested reading levels were far below grade level. This report illustrates challenges and opportunities that arise when new technologies are used for teaching reading and writing and illustrates one way that technology was allowed to play a role in faculty development and training. If it were not for the existence of a differentiated faculty development and professional performance appraisal system for the middle school teachers, it is unlikely that either the teacher or the class traditional classroom instruction. Programs including instruction delivered via telecommunications, enhancement of classroom learning, short duration, and small groups yielded larger effect sizes than programs using videoconferencing, primary instruction via distance, long duration, and large groups. Studies of distance education for all academic content areas except foreign language resulted in positive effect sizes. This synthesis supports the use of interactive distance education to complement, enhance, and expand education options, because distance education can be expected to result in achievement at least comparable to traditional instruction in most academic circumstances. A list of the studies is appended. (Contains 59 references.) (Author/AEF)

ED 430 548   IR 019 581

Anderson, Ronald E.; Ronnkvist, Amy
The Presence of Computers in American Schools. Teaching, Learning, and Computing: 1998 National Survey. Report No.2.
SPONS. AGENCY- National Science Foundation, Arlington, VA.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 38p.; For report no. 1 in this series, see ED 429 564.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Access to Information; Computer Assisted Instruction; Computer Software; *Computer Uses in Education; Educational Equipment; *Educational Technology; Elementary Secondary Education; Equal Education; Internet; National Surveys; School Surveys; Tables (Data)
IDENTIFIERS- *Access to Computers

In order to assess the current presence of computing technology in American schools, a national survey was conducted of elementary and secondary principals and technology coordinators in 655 public and private schools. Results are discussed in terms of: computer density; computer capacity; computer renewal; peripherals; computer location; technology-intensive schools; software; and Internet access, including type of access and Internet penetration. Distributions and disparities of technology presence indicators are then examined in terms of the following background categories: school level; public versus private schools; size of enrollment; percent of minority enrollment; student poverty (Chapter 1 eligible); community income (zip code based); metropolitan status; and region. The study concludes that the state of computing capacity for instruction in the nation's schools has improved dramatically in the past six years. Findings also indicate some major deficiencies. Most of the computers in schools do not have the capability to run the large variety of multimedia software currently available, which means the computers are also severely limited in how they can access graphical information on the Internet. Data also provide evidence that disparities still exist across social, economic, and geographic boundaries. In addition to 12 statistical tables in the text, appendices contain 22 figures illustrating findings. (AEF)

ED 430 549   IR 019 582

Davis, Niki
Disseminating Educational Research with IT.
PUB DATE- 99

(Elaine Butler); "Lifelong Learning for Social Responsibility" (Theo Jansen, Matthias Finger, Danny Wildemeersch); "Lifelong Learning through the Habermasian Lens" (Brian Connelly); "From Apartheid Education to Lifelong Learning" (Bobby Soobrayan); "Lifelong Learning: A Cure for Unemployment?" (Marion Sporing); "Schools Run by Social Forces" (Xiao Fang); "'Through-Life' Perspectives and Continuing Education in Hong Kong" (John Holford); "Demands and Possibilities for Lifelong Learning in a Market-Oriented Society" (Jukka Tuomisto); "Market-Oriented Policies and the Learning Society" (Michael Law); "An Analysis of Lifelong Learning Policy in Japan" (Hiromi Sasai); "Can User Choice Contribute to Lifelong Learning? Implications of the Australian Experience" (Fran Ferrier); "A Market for Lifelong Learning? The Voucher Experience in the City of London" (Peter Jarvis, Colin Griffin, John Holford); "How Can University Work-based Courses Contribute to Lifelong Learning?" (David Boud); "What Would Lifelong Education Look Like in a Workplace Setting?" (Paul Hagert, David Becket); "Towards the Learning Society" (Aureliana Alberici); "Sentencing Learners to Life" (Cliff Falk); "The Role of the Public Library in Lifelong Learning" (Matthew J. Williamson, Margaret K. Wallis); "Beyond the Threshold" (Paul Tosey, John Nugent); "Creating Contingency Workers" (Fred M. Schied, Sharon L. Howell, Vicki K. Carter, Judith A. Preston); "Consultative and Learning Approaches in the Context of Organizational Process Innovations" (Annikki Jarvinen); "Promoting Learning Networks for Small Business" (Sue Kilpatrick); "The Liberal Instrument" (Evan Alderson, Mark Selman); "Teaching/Learning and Decision-Making" (Del Loewenthal, Robert Snell); "Lifelong Learning: The Path to Lifelong Liabilities for Women?" (Venitha Pillay); and "Education of Employees and Business Social Responsibility" (Janko Berlogar). (MN)

ED 430 091   CE 078 560

Longworth, Norman
Making Lifelong Learning Work: Learning Cities for a Learning
  Century.
PUB DATE- 99
NOTE- 227p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; Adult Learning; Case Studies; Change Strategies; Community Programs; Education Work Relationship; Educational Cooperation; Educational Objectives; Educational Practices; Educational Technology; Elementary Secondary Education; Empowerment; Foreign Countries; Government School Relationship; Higher Education; *Lifelong Learning; Municipalities; *Outcomes of Education; Program Implementation; School Business Relationship; *School Community Relationship; Strategic Planning; Urban Areas; *Urban Education
IDENTIFIERS- *Learning Communities; Learning Organizations

This book demonstrates how lifelong learning has become a rapidly developing reality as learning communities emerge in which business and industry, schools, colleges, universities, professional organizations, and local government are cooperating and building dynamic new environments to foster learning. The following are among the topics discussed: the learning century; the common constituency and territory of eternal learning; learning for all seasons; concept of the learning city and the European Lifelong Learning Initiative (ELLI); leadership, employment, and employability in learning cities; aspirations and resources for learning cities; networks language, General Educational Development Test preparation, vocational preparation, and Volunteers in Literacy programs. (KC)

ED 430 108 CE 078 591

Educational Quality Indicator Program (EQuIP) Resource Manual. A Hands on Resource Guide To Assist in Compliance with the Indicators of Quality for Adult Education Programs in Florida.
PUB DATE- 98
NOTE- 286p.; For a related manual, see CE 078 590.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; *Adult Education; Citations (References); *Educational Quality; Educational Resources; Evaluation Criteria; Evaluation Methods; High School Equivalency Programs; Program Evaluation; Program Improvement; State Standards; Student Evaluation; Tests; Volunteer Training
IDENTIFIERS- *Florida; *Quality Indicators

This resource guide is designed to be a companion to the Educational Quality Indicator Program (EQuIP) Manual, a compendium of state-adopted quality indicators of program quality in adult education for Florida. The resource guide contains information sheets, references, tips for program improvement, resource persons and suggestions for further information in nine focus areas of quality indicators: (1) educational gains, (2) educational outcomes, (3) retention, (4) recruitment, (5) program orientation, (6) program planning and evaluation, (7) curriculum and instruction, (8) support services, and (9) staff development. Descriptions are provided of tests, forms, reference books, resources, and model programs. (KC)

ED 430 109 CE 078 609

Davis, Niki
"Insuring IT Competence within the Financial Services Sector." Project Evaluation Report.
SPONS. AGENCY- Department for Education and Employment, London (England).
PUB DATE- 98
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Education; Banking; Business Education; *Communications; Competence; Finance Occupations; *Financial Services; Foreign Countries; *Information Technology; *Job Skills; National Standards; Office Occupations Education; Program Effectiveness; Program Evaluation; Questionnaires; *Retraining; *Skill Development
IDENTIFIERS- *Customer Services; England

The Insuring Information Technology Competence project explored ways to improve skills and retrain individuals to exploit information technology (IT) for more effective delivery of financial services. Seven organizations working in the financial services sector in Britain participated. The project was dependent on the organizations' ability to manage change of three areas of practice in the financial services sector:

forms of mentoring (traditional, group, peer, team, and intergenerational mentoring and telementoring); impact of mentoring; limits of mentoring (time, social distance, isolation); major goals of mentoring; major objectives of mentoring youth; and reasons adolescents with problems need mentors. The agenda and components of a structured mentor training program are outlined in section 2. Section 3 presents an orientation training program for mentors that covers the following: basics of mentoring, role of mentors, mentoring processes, mentoring activities to consider, communication skills for building relationships, mentoring practices, role play exercises, and guidelines for handling special relationships. Sections 4-6 contain the following: rationale and description of an ongoing training program; introduction to the importance of specialized training; and considerations and final thoughts about mentor training. The guide contains 38 references and the website addresses of 44 organizations concerned with mentoring and mentor training. (MN)

ED 430 126 CE 078 651

Duttweiler, Patricia Cloud
The Fantastic Facilitator: Engaging Activities for Leading Groups.
PUB DATE- 97
NOTE- 101p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Check Lists; *Conflict Resolution; *Decision Making; Group Behavior; *Group Dynamics; Leaders Guides; Leadership; Leadership Responsibility; *Leadership Training; Learning Activities; Questionnaires; Role Playing; Self Evaluation (Groups); Self Evaluation (Individuals); *Teamwork
IDENTIFIERS- *Facilitative Leadership; *Facilitators; Goal Setting

This document is designed to help facilitators with the formation and development of effective teams of people who have no previous history as a team and no training in group processes. Part 1 provides a narrative explanation of the stages of group development (investing in membership, forming attachments to subgroups, confronting/debating issues, sharing responsibility) and the following aspects of developing effective groups: becoming a skilled facilitator (coordinating team-building activities, guiding the agenda, clarifying the group's goals, keeping discussions on topic; equalizing participation, soliciting feedback, testing for agreement, identifying and implementing decisions); developing a cooperative-goal structure (establishing a climate of trust, establishing open and complete communication, using positive behavior strategies, rewarding group accomplishment); handling controversy constructively (guidelines for constructive controversy, how to tell whether controversy has been handled constructively); making effective decisions; and improving group effectiveness. Concluding part 1 is a list of six resources. Part 2 is an activities section that contains the strategies, processes, and activities mentioned in part 1. Among the activities included are the following: team-building activities; personality orientation checklist; positive behavior cards; group discussion activities; questionnaires; simulations and role play activities; and participant reaction forms. (MN)

ED 430 127 CE 078 654

This conference proceedings of the Australian Council for Adult Literacy contains the following papers: "'But I'm Not a Therapist'--The Challenge of Creating Effective Literacy Learning for Survivors of Trauma" (Horsman); "Future Studies, Postmodernism, and Adult Literacy" (Cross); "Collaboration and Compliance in the Workplace" (Scheeres, Solomon); "What's Whiteness Got to Do with It? Exploring Assumptions about Cultural Difference and Everyday Literacy Practices" (Shore); "Interactive Learning--Enterprise Based Training into the New Millennium" (Babalis); "Digging Deeper: A Strategy for Text Analysis with Indigenous Students" (Beattie); "Second Language Learners Operate on the Incomplete and Inaccurate Knowledge of the Target Language" (Bhela); "Throw Them a Line: Tips for Assisting Students to Survive Their First Semester at University" (Bickmore-Brand); "Computer Use in Adult Literacy in South Australia" (Bray); "Examining the Accounts of Homeless People's Needs to Determine a Role for Language, Literacy, and Numeracy Training" (Castleton); "Getting on the Same Line: Utilising a Concept Attainment Model of Teaching in the Numeracy Classroom" (Ciampa); "Toeing the Line: Incorporating the Key Competencies into Numeracy Sessions" (Ciampa); "Technological Tangles in Adult Literacy Education" (Harreveld); "Lining Up Secondary Students for Adult Literacy Programs" (Hill); "Contractor Safety Training Resources" (Hummel); "Receipting Rate Payments: How Well Are These Skills Captured in the Office-Administrative Standards for Level Three Trainees" (Kelly); "Certificate I in Initial Adult Literacy and Numeracy Multimedia Student Resources" (McGlynn); "Communication Matters: Towards Self Management of Communication Needs: A Best Practice Case Study in a Remote Mine Site" (McRae); "Language Literacy and Numeracy in the Entertainment Industry" (Moon); "'They Don't Have to Think, We've Got Managers': The Fine Line between 'Workplace Communication Skills' and 'Literacy at Work'" (Morgan-Williams); "Literacy on the Production Line;" "Literacy and Numeracy Online" (Purcell, Strempel); "ALBE Adult Literacy and Basic Education Teachers on the Front Line of Pedagogical 'Good Practice'" (Sanguinetti); "Presentation of a Model for On-Line Assessment and Moderation Using the Certificates in General Education for Adults and Incorporating the National Reporting System" (Soccio); "Students as Partners in Developing On-Line Teaching" (Le et al.); "Interlanguage in a University Context" (Le et al.); "Pegs for Literacy" (Trenerry); "Using Email as a 'Backdoor' to Literacy" (Walker, Coflin); "Sweet Words: A Case Study in a Confectionery Enterprise" (Lee); "Benchmarking to Success" (Welch); and "Between a Rock and a Hard Place: Challenges for a National Literacy Organization" (Horsman). (YLB)

ED 430 144   CE 078 683

Ikegulu, T. Nelson; Barham, Wilton A.; Farmer, Vernon L.;
  Roberson, Louvenia T.
Perceived Vocational Students' Intentional Persistence.
PUB DATE- 99
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; Continuing Education; *Demography; Dropouts; Postsecondary Education; School Holding Power; *Stopouts; *Student Attrition; *Student Characteristics; Technical Education; *Vocational Education
IDENTIFIERS- Louisiana

background of the respondent; state licensure and regulations; third party payment experiences; third party payment issues and concerns; importance of third party payments to counselors in various work settings; and knowledge of terms related to third party payments. The following conclusions were drawn based on results from this study: When applying for payments counselors should use their "psychologists" credential; less than half of participants use ACA's insurance carrier; many counselors do not understand licensure or third party terminology and issues; ACA needs to support advocacy on the behalf of counselors and focus on issues of counselor recognition; and third party payments needs to be addressed at the association level. (Contains six tables and five references.) (MKA)

ED 430 163   CG 029 123

Doolittle, Martha
Families Communicate Pilot Project. Austin Independent School District Publication 97.15.
PUB DATE- 98
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Problems; *Discipline Problems; Elementary Secondary Education; High Risk Students; *Interpersonal Communication; Interpersonal Competence; Intervention; *Parent Child Relationship; Prevention; School Guidance

The Families Communicate pilot project provides early intervention at the home campuses for students having discipline problems and their families. The interactive curriculum is presented in four sessions: (1) communication; (2) anger management; (3) conflict resolution; and (4) problem solving. Facilitators were trained, and the pilot project was implemented during the 1997-98 school year. Eighty students from six campuses participated with their parents in the four-session program. Goals of the pilot project include: (1) to increase the number of on-campus support programs for students and their families; (2) to increase the early intervention options principals have in working with students showing signs of persistent behavior problems; (3) to enhance staff skills in working with at-risk students and their families; and (4) to reduce the number of referrals for alternative education. Table 1 describes student characteristics. Table 2 shows rates of school attendance, discipline, and passing TAAS. A summary of student-parent joint evaluations is presented in Table 3. Suggestions for improvement of the program are reviewed in the text. Overall, the project was considered a success. Current data will provide a baseline for future project evaluations. (EMK)

ED 430 164   CG 029 170

Sowers, Wesley; Thompson, Kenneth; Mullins, Stephen
Mental Health in Corrections: An Overview for Correctional Staff.
PUB DATE- 99
NOTE- 102p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adjustment (to Environment); Adolescents; Adults; At

toward empirically supported expertise in test interpretation. Contains 24 references. (Author/MKA)

ED 430 184 CG 029 273

Webster, Linda; Hackett, Rachelle Kisst
Burnout and Leadership in Community Mental Health Systems.
PUB DATE- 99
NOTE- 21p.; Paper presented at the Annual Conference of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior; *Burnout; *Community Services; *Counselors; *Leadership; *Mental Health Clinics; Models; Prevention; *Supervision
IDENTIFIERS- Leadership Practices Inventory; Maslach Burnout Inventory

This study investigated the nature of professional burnout, specifically whether aspects of burnout in clinical staff in community mental health agencies were systematically related to aspects of leadership behavior and quality of supervision of clinical supervisors. Burnout was measured by the Maslach Burnout Inventory, leadership behavior in clinical supervisors was measured by the Leadership Practices Inventory, and clinical supervision was measured by a scale constructed by the authors. One hundred and fifty-one respondents from five community mental health systems participated in the study. Significant though moderate relationships were found between the measures, and the implications for an organizational model of burnout, as well as prevention of burnout in mental health professionals, are discussed. An appendix provides the Clinical Supervisor Rating Scale and five tables depicting results of the study. (Contains 23 references.) (Author/MKA)

ED 430 185 CG 029 274

Dowson, Martin; Cunneen, Tony; Irwin, Amanda
A Chaotic Look at Students' Motivation: Exploring the Interface between Chaos Theory and Goal Theory.
PUB DATE- 99
NOTE- 32p.; Paper presented at the Annual Conference of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Catholic Schools; *Chaos Theory; Educational Environment; Foreign Countries; High School Seniors; High Schools; Objectives; Single Sex Schools; *Student Motivation; Time
IDENTIFIERS- Australia (Sydney); Dynamics; Goal Theory

This paper reports the results of a qualitative study investigating the dynamic operation of students' multiple motivational goals among the senior year cohort of a Catholic secondary boys school in Sydney, Australia. The study found that the relative salience of students' multiple goals, as well as the changing state of their ongoing academic motivation, varied dynamically across school contexts and across time. The study also found that key variables, influencing both the quantity and quality of students' academic motivation, also

DESCRIPTORS- Academic Achievement; Adjustment (To Environment); *College Freshmen; *Coping; Foreign Countries; High Schools; Higher Education; Intervention; *Stress Management; *Transitional Programs
IDENTIFIERS- Australia; *Transition Management

During the transition period from secondary school to university many students experience stress associated with academic concerns and encounter difficulties adjusting to an environment that presents new academic and social demands. First year university students (N=170) attending an Australian university participated in the study. Students' level of academic stress was measured and the coping strategies employed by students were evaluated. A greater level of academic stress was experienced by students at the beginning of the semester, during the transition period rather than at the end of the semester, prior to the examination period. It was concluded that it is important to provide effective and timely assistance to students during the transition period from school to university to assist them with the management of their stress associated with academic concerns. A positive relationship between academic stress and the use of nonproductive coping strategies was also revealed, suggesting that teaching the use of productive strategies and the avoidance of nonproductive strategies could help young people both cope with stress and reduce it. (Contains 4 tables and 23 references.) (Author/MKA)

ED 430 204 CG 029 297

Steward, Robbie J.; Neil, Douglas M.; Breland, Alfiee; Miller, Matthew
Negative Outcomes of Diversity Training: What Can We Do?
PUB DATE- 99
NOTE- 16p.; Paper presented at the Great Lakes Regional Counseling Psychology Conference (Columbus, OH, April 22-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Counselor Training; Cultural Pluralism; Ethics; Higher Education; *Student Attitudes
IDENTIFIERS- *Diversity Training

For a number of years, Division 17 of the American Psychological Association has delivered a strong message to all accredited sites as to the importance of attending to diversity in the training of Counseling Psychologists. Although many training sites have responded to this mandate, scholars and researchers have, in increasing numbers, added clarity to describing multicultural counseling competence and identifying appropriate and acceptable attitudes. Seldom addressed is the reality that in spite of training, many graduates leave programs with the same beliefs with which they entered. Training addressing diversity might support and reinforce those who tend to already embrace and value the ideas of difference, but not touch at all the attitudes and values of those who had entered with closed minds and hearts. The latter is the focus of this paper: negative outcomes of diversity training. This paper defines "unacceptable" outcomes of diversity training, provides possible explanations for these negative outcomes, and presents recommendations to programs in attending to students' post-training multicultural awareness, knowledge, and skills deficits. (Contains 20 references.) (Author/MKA) expected gains in reading achievement between grades 4 and 8: Arizona, California, the District of Columbia, Louisiana, and New York. After a foreword, a statement of Goal 3 and objectives, data highlights, and an introduction, the report presents two pages of information for each of the following: the United States, each state, the District of Columbia, and five U.S. territories. Appendixes contain technical notes and sources; NAEP data collection schedules; four tables of standard errors; and statistically significant differences in subgroup performance. (RS)

ED 430 224 CS 216 499

Arroyo, Fred
Life Writing: Finding Whole Narratives in Poetry and Composition.
PUB DATE- 98
NOTE- 9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (49th, Chicago, IL, April 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Critical Thinking; Ethnicity; Higher Education; Instructional Innovation; *Poetry; Sex; Social Class; *Student Attitudes; *Writing (Composition); *Writing Instruction
IDENTIFIERS- *Lifewriting; Narrative Text; Process Approach (Writing)

By looking at narratively-rich poems both as individual poems and as part of much broader social narratives, students become extremely excited, and their papers become far more complex in exploring gender, ethnicity, and social class. An instructor tries to help students enter into the life of the poems, to enter into a conversation the poet has begun. The ability to talk and listen to each other, to know how to tell a story and to listen to the stories of others is becoming more and more an essential part of literacy in people's daily lives. The instructor has students translate a poem literally into a text of prose so they compare their lives to the lives inside the text and embrace the life and story inside. He stresses a more process-based pedagogy instead of a more formal one, and it has become clear to him that this pedagogical practice helps students understand issues surrounding literature, literacy, and diversity. (SC)

ED 430 225 CS 216 504

Herrington, TyAnna K.
The Interdependency of Fair Use and the First Amendment.
PUB DATE- 98
NOTE- 16p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (49th, Chicago, IL, April 1-4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; *Copyrights; Electronic Classrooms; *Fair Use (Copyrights); Higher Education; *Information Dissemination; *Internet; Printed Materials
IDENTIFIERS- *Copyright Law 1976; *First Amendment

The backlash against public access to information, coupled with

Relationship; *Writing Instruction
IDENTIFIERS- *Academic Discourse Communities; *Composition Theory; Cyborgs; Empiricism; Postmodernism; Somatic Alteration

This paper uses the setting of a "conversation" between Scully and Mulder of the popular "X Files" television program to discuss some current composition theorists and their ideas. The paper muses on the work of Kristie Fleckenstein (who claims there is a "somatic mind" which moves between discursive and corporeal space) and Donna Harraway (who writes of cyborgs) and suggests that their writing is a "kind of specialized performance addressed to a small--if powerful--audience." It also suggests that visualizing existence in terms of dualities such as mental/physical or public/private is problematic and asks whether these theories have any empirical validity. Empiricism is the codification of those few things that are known, although the very act of narrowing and circumscribing a field so that it can be studied carefully limits what a person can "know" and distorts in some ways what will be found. An article by Trainor and Godley is discussed which is an observation of events regarding the removal of a basic writing course at an unnamed state university and the failure to remove a similar course at another state university in the same system. The paper questions whether there is a need to argue theory over practice or practice over theory. (NKA)

ED 430 243   CS 216 707

Corso, Gail S.
Writing Invention: Sometimes an Anti-Social Act, or the Relationship of Anger and the Impulse To Write. Revised.
PUB DATE- 99
NOTE- 23p.; Earlier draft of this paper presented at the Annual Meeting of the Conference on College Composition and Communication (50th, Atlanta, GA, March 24-27, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Anger; Antisocial Behavior; Emotional Response; Higher Education; Inquiry; Learning Processes; *Student Motivation; *Student Reaction; Teacher Student Relationship; *Writing Instruction; Writing Teachers
IDENTIFIERS- *Creative Problem Solving; Writing Contexts; *Writing Motivation

Writing teachers notice how students who succeed with their written projects often do so after they have moved to a kind of anger either with themselves or the project, with external stimuli, or with a general sense of injustice. They are stimulated by the emotion to creative problem solving, and as an effect, they may succeed at eliminating the perceived problem or injustice and overcoming the sense of injury. This type of expression of anger might lead to anti-social features in the writing--disrespect, unconventional language, threatening statements, manifestations of hate, severe sarcasm and contempt for the rights of others, and contempt for the status quo. Anger, however, can channel a writer's thoughts to creative problem solving with socially acceptable language choices in the writing. In all cases, a response to the emotion driving the written response seems called for, and writing instructors may need to understand and consider boundaries for their roles in each of these situations that reveal a rhetorical nature of anger. A survey of 28 teachers in the 1998 summer institute of the PA Writing Project elicited

Controlled Choice: A New Approach to School Desegregated Education and School Improvement.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 96
NOTE- 108p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Desegregation Methods; *Desegregation Plans; Diversity (Institutional); Educational Change; Educational Improvement; Elementary Secondary Education; Racial Integration; *School Choice; *School Desegregation; *Voluntary Desegregation
IDENTIFIERS- *Controlled Choice; Controlled Choice

This guide is intended to help public-school educators, policy makers, and others develop a school desegregation plan. The guide presents the basic features of the Controlled Choice Student-Assignment Plan, which was developed to achieve student-body diversity, provide choice regarding one's school of enrollment, and promote school improvement. The plan embraces the notion of complementarity, wherein opposites are attracted and completed by each other and thereby serve as mutual enhancements. The volume explores the value of organizing the delivery of educational services by neighborhoods and looks at alternatives to neighborhood schools. The plan is presented in four chapters. Chapter 1 examines the principles and assumptions of Controlled Choice, such as the idea that risks for good public-school experiences and against bad public-school experiences should be shared in an equitable way. Chapter 2 describes design and implementation strategies for Controlled Choice, emphasizing the importance of a planning process that is open to everyone. Chapter 3 then turns to community organization theory, outlining the strategy of establishing a structure that can harmonize formal authority that travels from top to bottom and from bottom to top. The last chapter details how Controlled Choice worked in Boston, Massachusetts, where a Controlled Choice Student Assignment Plan was initiated in 1989. (RJM)

ED 430 266 EA 029 337

Investing in Oklahoma: The Progress of Education Reform. Volumes 1-4, January 1996-January 1999.
PUB DATE- 98
NOTE- 173p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Annual Reports; *Educational Assessment; *Educational Change; Educational Finance; Elementary Secondary Education; Program Descriptions; *School Effectiveness; State Aid; *State Surveys
IDENTIFIERS- *Oklahoma

These four reports describe Oklahoma's education-reform efforts, which were mandated by the Education Reform and Funding Act of 1990. Each of the volumes offers an annual report of the ongoing changes in education. Volume 1 focuses on state-appropriated funds for education and per-pupil expenditures. It looks at school consolidation, greater accountability to taxpayers, stronger accreditation standards, and gains in standardized achievement tests. Volume 2 examines academic standards, enrollment figures, teachers' salaries, the basic-skills curriculum, accountability benchmarks, alternative education, character education, and community involvement. The provides information on enrollment and students, class sizes, student-to-teacher ratios, free and reduced-price meals served in each district, student performance on standardized tests, and what districts do to avoid lawsuits. Seven appendices present school districts' response to the report and other information. (RJM)

ED 430 285 EA 029 807

O'Sullivan, Fergus; Thody, Angela; Wood, Elizabeth
The 21st Century Site-Level Resource Manager: Strategies for Successful Devolved Leadership.
PUB DATE- 99
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Decentralization; *Educational Policy; Elementary Secondary Education; Foreign Countries; *Institutional Autonomy; *School Administration; *School Based Management; *School District Autonomy; School Organization; School Restructuring
IDENTIFIERS- *Bursars; *United Kingdom

This paper reports on a study of site-level resource managers in schools. The paper brings together experiences of the United Kingdom and the United States educational systems to explore issues of educational resource management at the school-site level. The paper focuses on the role of the bursar, the term used in the U.K. to describe a senior non-teaching professional. After providing an overview of the new structure of school management that is emerging in the U.K., the study sought to establish the role of the bursar. The paper describes the emergence of bursars, who were appointed following the introduction of "Local Management of Schools" in 1988 when schools became responsible for their own budgets. The paper discusses the current role of the bursar and that person's responsibilities, which include finances, human-resource management, pupil services, and other duties. The paper describes interactions between bursars and stakeholders in the school, which reveal that bursars interact with a wide variety of people in the course of their day. The paper offers an overview of the site-level resource manager of the future and presents a model for determining where and how the administration function should operate. (Contains 24 references.) (RJM)

ED 430 286 EA 029 808

Pourdavood, Roland G.; Cowen, Lynn M.; Svec, Lawrence V.
Complexity of School Reform: Order and Chaos.
PUB DATE- 99
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Standards; *Educational Change; Educational Environment; Elementary Education; *Elementary School Mathematics; *Mathematics Education; *Mathematics

item questionnaire, which was based on an instrument used in a study of Catholic elementary-school finances in prior years. The questionnaire had four main parts: school demographics, financing, compensation, and special issues. Findings were based on 685 responding schools, and the results are divided into four parts. The first section examines income and pays particular attention to tuition, cost of materials, parish subsidies, fund-raising, and endowment funds. The next chapter looks at expenses, specifically per-pupil costs and salaries of principals, teachers, and other personnel. The third section discusses special issues, with an overview of prekindergarten and kindergarten programs, extended-day programs, day-care program, technology, school-lunch programs, summer school, school uniforms, and other issues. The last section dwells on respondents' comments on fund-raising, development, management procedures, and parental involvement. Some of the highlights from the survey include average tuition, average per-pupil costs, average salaries for a lay principal and for a teacher, types of tuition aid, and the percentage of schools with a kindergarten program. An appendix features the survey form and a list of schools that responded. (RJM)

ED 430 305 EA 029 829

McDonald, Dale
United States Catholic Elementary and Secondary Schools, 1998-1999: The Annual Statistical Report on Schools Enrollment and Staffing.
PUB DATE- 99
NOTE- 97p.; For the 1997-98 report, see EA 029 830.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Catholic Educators; *Catholic Schools; Educational Assessment; Elementary Secondary Education; National Surveys; Profiles; Program Descriptions; *School Personnel; Statistical Surveys; Tables (Data)

This annual report presents national data on Catholic elementary and secondary schools. Enrollment patterns, regional geographic trends, types and locations of schools, student and staffing demographic characteristics, and student participation in selected education programs are reported. The findings show that Catholic school enrollment has remained stable over the past year. While several of the large urban areas, such as Chicago, Philadelphia, and Pittsburgh, have reported slight declines in enrollment, other areas, particularly the Southeast and West/Far West regions, have experienced modest increases. Waiting lists now exist in most suburban schools, and where diocesan and privately funded scholarship support is available in innercity schools, long waiting lists for lottery-like selection processes have resulted. Overall, there were 8,217 Catholic schools, with 36 new schools opening during the period of the survey. Coeducational schools comprised 94 percent of all the Catholic schools, and 41 percent of all schools had a waiting list for admission. Total Catholic-school student enrollment was placed at 2,648,844, with 1,990,947 of these students attending elementary school. The student/teacher ratio was 17:1, with 153,081 full-time-equivalent professional staff. Four appendices provide a summary report of basic school statistics and information on professional staff, school locations, and supplemental services. (RJM)

ED 430 306 EA 029 830

education, monitor important developments, and show trends in major aspects of education. Each year, about 60 indicators are selected that represent a consensus of professional judgment on the most significant national measures of the condition and progress of education at this time, tempered by the availability of current and valid information. The report first presents an overview essay of the information in the individual indicators. Following are the indicators organized into five sections: (1) learner outcomes; (2) quality of education environments (elementary/secondary); (3) quality of education environments (postsecondary); (4) social support for learning; and (5) educational participation and progress. The report includes the text, tables, and charts for each indicator plus the technical supporting data, supplemental information, and data sources. Appendices comprise over half of the publication and contain supplemental tables and notes, estimates of standard errors for the statistics, data sources, a glossary, an index, and a list of selected publications of the National Center for Education Statistics (NCES). (MLF)

ED 430 325   EC 306 792

Knoblauch, Bernadette
An Overview of the Individuals with Disabilities Education Act Amendments of 1997 (P.L. 105-17). ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Classification; *Disabilities; Disability Identification; *Discipline; *Due Process; Early Childhood Education; Educational Change; *Educational Legislation; Elementary Secondary Education; Federal Legislation; Inclusive Schools; *Individualized Education Programs; Mainstreaming; Parent Participation; *Student Evaluation; Teacher Education
IDENTIFIERS- Amendments; *Individuals with Disabilities Educ Act Amend 1997; Mediation; Reauthorization Legislation

This ERIC digest provides highlights of the Individuals with Disabilities Education Act Amendments of 1997 (P.L. 105-17). Changes to general provisions of the law are explained, as well as changes in other areas, such as outcomes and standards, evaluations and curriculum, procedural safeguards, discipline, early intervention, and teacher training and preparation. Specific changes include: (1) participation of students with disabilities in state and district-wide assessment programs; (2) development and review of the Individualized Education Program, including increased emphasis on participation of children and youth with disabilities in the general education curriculum; (3) enhanced parent participation in eligibility and placement decisions; (4) streamlined student evaluation/reevaluation requirements; (5) the availability of mediation services as a means for effectively resolving parent-school differences; (6) disciplinary procedures for students with disabilities, including allowing for an appropriate interim alternative education setting; (7) allowing children ages 3-9 to be identified as developmentally delayed; and (8) the creation of a new system of grants to improve results for students with disabilities through system reform, emphasizing personnel training and training for regular education teachers

Development; *Professional Education; Program Evaluation; Questionnaires; Vocational Adjustment; *Vocational Rehabilitation

This study examined the effectiveness of Minnesota Mainstream, a program serving professional individuals with psychiatric disabilities. The study also examined common career patterns among professional persons with psychiatric disabilities. Program participants (N=187), staff, and mentors were interviewed. Data were analyzed in terms of participant demographic characteristics, program satisfaction, higher educational history, employment history, employment outcomes, career patterns, independent living and housing, satisfaction with life, relative importance of employment, age of onset, and type of psychiatric disability. Conclusions include: (1) because Minnesota Mainstream has demonstrated success, it should be carefully replicated by other community-based rehabilitation programs; (2) while the use of mentors shows promise, the results of this study are not conclusive; and (3) career development for persons with psychiatric disabilities is complex and variable, although five specific career patterns were identified. One recommendation is that the relative importance of vocational goals to other goals be considered during individual planning and service provision. Individual chapters review the related literature, describe the study's methodology, report results, and discuss conclusions. Three appendices contain sample data collection instruments, informed consent forms, and identification forms. (Contains 53 references.) (DB)

ED 430 346 EC 307 196

Mathews, Rachel
Identifying Factors Associated with Parental Reluctance to Involvement in the Education of Children with Special Needs.
PUB DATE- 98
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Data Analysis; *Disabilities; Elementary Education; Family Environment; Knowledge Level; Middle Schools; *Parent Attitudes; Parent Background; Parent Education; *Parent Participation; Parent Role; *Parent School Relationship; Parent Student Relationship; Questionnaires; *Rural Areas; Rural Schools
IDENTIFIERS- *Virginia

This study examined the nature of and types of school involvement of parents of children with disabilities from rural school districts in Virginia. Parents (N=52) of elementary and middle school children from three different rural school districts completed a questionnaire containing a Likert type scale and open-ended questions. The data were analyzed using both qualitative and quantitative methods. Findings indicated that, although parents perceived their participation as high, their actual level of participation was not high. Results also revealed that parents lacked knowledge about their children's disabilities and that they experienced difficulties in managing their children at home. The responses to the open-ended questions identified several obstacles to parents' school involvement such as job schedules, transportation difficulties, and lack of child care. Questionnaire responses also suggested the presence of parental literacy problems. Parent training programs for improving parental involvement are recommended.

supports and services for behavioral problems; (2) Polk and Hillsborough County school districts in South Florida, where Project ACHIEVE, a schoolwide prevention and early intervention program, targets students who are academically and socially at risk; and (3) Lane County, Oregon, where the school district has successfully implemented a schoolwide violence prevention curriculum. The report's first three sections provide background information. Major cross-site findings are presented in the fourth section and the report concludes with a set of underlying principles reflected in each of the programs and schools. Four appendices list participants, materials, agendas, and the focus group questions. (Contains 78 references.) (DB)

ED 430 365 EC 307 218

Two Decades of Research in Learning Disabilities: Reading Comprehension, Expressive Writing, Problem Solving, Self-Concept. Keys to Successful Learning: A National Summit on Research in Learning Disabilities.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 99
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - General (020), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adolescents; Elementary Secondary Education; *Expressive Language; *Instructional Effectiveness; Intervention; *Learning Disabilities; Reading Comprehension; *Research and Development; *Self Concept; Self Esteem; Teaching Methods; *Theory Practice Relationship; Writing Instruction

This document presents four brief papers that review and synthesize the research on intervention with students who have learning disabilities (LD). The first paper is "Can School-Based Interventions Enhance the Self-Concept of Students with Learning Disabilities?" (Batya Elbaum and Sharon Vaughn). This review finds that school-based interventions of either the skill development or skill enhancement types can lead to beneficial changes in students' self-perceptions and that middle school students appeared most responsive to such interventions. The second paper is "Reading Comprehension Instruction for Students with Learning Disabilities" (Russell Gersten and Scott Baker). Findings indicated the effectiveness of reading comprehension interventions, instruction in self-monitoring techniques, and peer-assisted learning strategies. Continuing difficulties with teaching students to generalize new skills were also found. The third paper, "Teaching Expressive Writing to Students with Learning Disabilities" (Russell Gersten and Scott Baker), found that instructional writing interventions lead to significant improvements in students' writing and that common features of successful instruction included explicit instruction in the phases of writing, teacher demonstration, and teacher and/or peer feedback. The final paper, "Intervention Research for Adolescents with Learning Disabilities" (H. Lee Swanson), reported on a meta-analysis of 58 interventions. It found that direct instruction and strategy instruction were the most effective techniques. (DB)

ED 430 366 EC 307 219

Lyon, Reid G.
The NICHD Research Program in Reading Development, Reading

program administration, and presents the evaluation's findings. Nine specific recommendations are made for future program improvement and development. (MSE)

ED 430 388 FL 025 703

Korkatsch-Groszko, Maria
Perspectives and Resources for Addressing Educational Needs of Linguistically Diverse Students.
PUB DATE- 98
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Education; Bilingual Education Programs; Class Activities; Classroom Techniques; *Educational Needs; Educational Objectives; Educational Strategies; *English (Second Language); Ethnic Groups; Evaluation Methods; *Language Minorities; *Limited English Speaking; Minority Groups; Program Design; Second Language Instruction; Second Language Learning; Student Characteristics; Student Evaluation; Teaching Methods; Urban Population

Outlined are factors in effective instruction for linguistically diverse students in the public schools, particularly when those students are not enrolled in English-as-a-Second-Language or bilingual education programs but are integrated with English-proficient students in the regular classroom. The term "mainstreaming" is defined as it is applied to this population, and guiding principles for effective classroom mainstreaming are presented. Classroom instructional behaviors and techniques found to be effective in supporting the learning process of linguistically diverse students are specified, most concerning classroom communication and presentation of information. Classroom activities recommended for use with this population are listed, and common characteristics of urban children are noted. A series of useful strategies to be used individually or combined for effective instruction are detailed, and a checklist of questions the teacher can ask himself concerning the students, syllabus, instructional materials, and teaching techniques is included. Individual and classroom factors affecting second language acquisition are described, and considerations in assessment are examined. (MSE)

ED 430 389 FL 025 799

Brown, Steven
Current Task-Based Language Teaching: Some Issues and Models.
PUB DATE- 98
NOTE- 9p.; Paper presented at the Annual Meeting of the Ohio Teachers of English to Speakers of Other Languages (Dublin, OH, October 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Classroom Communication; Classroom Techniques; Comparative Analysis; *English (Second Language); *Learning Theories; Oral Language; Second Language Instruction; Second Language Learning; Teaching Methods; *Theory Practice Relationship

introductory section gives an overview of the bibliography and its use. The bibliography itself is divided into two sections, one citing literature of importance in addressing children's imaginative needs, and one citing works addressing children's information needs. Each citation gives, in addition to basic bibliographic information, data on the work's format, theme, difficulty level, special features, the role of illustrations, and idiomatic expressions used, a summary of the story or subject content, and a chart indicating the work's relevance to immersion program objectives. Appended materials include suggested thematic approaches for teaching beginning reading, notes on creation of a classroom atmosphere conducive to reading and of a reading center, a reading program evaluation chart, a chart of links between reading objectives and general program objectives, a reference list, and indexes. (MSE)

ED 430 410 FL 025 852

Muller, Nathalie, Ed.
"L'Allemand, c'est pas du francais!": Enjeux et paradoxes de l'apprentissage de l'allemand ("German Isn't Like French!": Stakes and Paradoxes in the Teaching of German).
PUB DATE- 98
NOTE- 140p.
LANGUAGE- French
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Non-print Media (100),Reports - Research/Technical (143)
DESCRIPTORS- Class Activities; Classroom Techniques; Foreign Countries; *German; *Identification (Psychology); *Language Attitudes; Language Research; Learning Theories; Linguistic Theory; Questionnaires; Second Language Instruction; *Second Languages; Secondary Education; *Student Attitudes
IDENTIFIERS- French Speaking; Switzerland

Based on the concept that language learning uses not only cognitive competencies but also attitudes about the language to be learned, self-concept, and group identity, the book examines psychosocial issues in the teaching of German to native French speakers in Switzerland. The first part discusses the psychosocial approach to second language learning, drawing on recent research and theory. The second and third sections detail the study, conducted in a Swiss secondary school, which had the dual objectives of examining the relationship between self-concepts and instruction and investigating the effectiveness of a series of classroom techniques designed to support self-concept and identity issues in language learning. The second section provides background information and theoretical foundations for the study, and the third section analyzes the results of implementation of the class activities. A concluding section summarizes findings and examines implications for classroom teaching. Appended materials include data from factor analysis of the study's results and the questionnaire used to survey students about self-concept and identity in language learning. Contains 62 references. (MSE)

ED 430 411 FL 025 853

Dechesne, Marti A.
English Usage and Needs in the Workforce: Review of the Literature and Relevance to Higher Education Curriculum Development.
PUB DATE- 98
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Civil Liberties; Colleges; Computer Security; *Computers; Court Litigation; Due Process; Electronic Mail; Federal Legislation; Federal Regulation; *Guidelines; *Higher Education; *Internet; Legal Problems; *Legal Responsibility; Privacy; Universities; World Wide Web
IDENTIFIERS- *Access to Computers

This pamphlet analyzes some of the legal issues colleges and universities face in regard to faculty and student access to computers and the World Wide Web, evaluates current legal developments, and offers guidelines for developing policies for computer access. It examines sample acceptable-use standards, procedures for suspending or terminating a user's access due to violation of these standards, and due process considerations. The pamphlet goes on to discuss the vicarious liability that colleges and universities may face and the privacy expectations of computer users, noting recent court decisions related to these issues. The paper suggests that institutions need to review their computer access policies on a regular basis with counsel to keep abreast of new legal developments, and it also suggests that institutions need to educate users about their responsibilities and the effects of computer abuse. A checklist for use in drafting or reviewing computer access policies is included, along with a list of institutional resources available over the Internet. (Contains 63 footnotes.) (MDM)

ED 430 431 HE 031 990

Flygare, Thomas J.
What To Do When the U.S. Department of Labor Comes to Campus: Wage and Hour Law in Higher Education.
PUB DATE- 99
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Colleges; Compensation (Remuneration); Court Litigation; Employer Employee Relationship; *Employment Practices; *Federal Legislation; Federal Regulation; *Higher Education; *Labor Legislation; Legal Problems; *Legal Responsibility; Overtime; Recordkeeping; Salaries; Universities; Wages
IDENTIFIERS- *Fair Labor Standards Act

This pamphlet provides guidelines to higher education institutions for responding to U.S. Department of Labor (DOL) investigations and complying in general with the wage and hour provisions of the 1938 Fair Labor Standards Act (FLSA). It provides a hypothetical case study to illustrate some of the basic principles of the FLSA in regard to colleges and universities, focusing on DOL inspection rights, overtime pay issues, employee classification, and compensatory (comp) time off. The pamphlet goes on to discuss federal regulations affecting exempt (salaried) employees, noting that one of the most common mistakes made by employers is improper deductions from the predetermined salaries of exempt employees. It

Education; Money Management; *Program Administration; Recordkeeping; *Student Loan Programs
IDENTIFIERS- *Department of Education; *Federal Direct Student Loan Program

This training guide is intended for use by personnel who administer Federal Direct Loan Programs at institutions of higher education. Chapter 1 describes the program, the school's role, school eligibility criteria, the Department of Education's role, the 7-step electronic data exchange (EDE) process, and quality assurance. Chapter 2 explains set-up features for establishing codes and default operating parameters for EDExpress Direct Loan functions. Chapter 3 covers the data elements required to originate a loan record. Chapter 4 continues the explanation of loan records, showing how to export origination batches, browse the batch activity database, and import acknowledgments. Chapter 5 focuses on promissory notes, the official loan obligation document. Chapter 6 explains calculating and requesting drawdowns, a cash management activity. Chapter 7 lists the steps involved in disbursing Direct Loan funds. Chapter 8 explains reconciliation, the process which ensures that loan data stored at the loan origination center (LOC) agrees with local information. Chapter 9 discusses efficient and effective methods of using EDExpress, and Chapter 10 discusses the process for resolving student loan servicing problems. Appended are the Direct Loan Quality Assurance Planning Guide, examples of EDExpress reports, program-related phone numbers, sample promissory notes, and sample letters from the LOC to the school. (DB)

ED 430 452 HE 032 043

Direct Loan Overview Workshop. Participant's Guide.
PUB DATE- 99
NOTE- 112p.; For related training guides, see HE 032 042-44.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accounting; *Compliance (Legal); Computer Oriented Programs; Databases; Government School Relationship; Higher Education; Money Management; *Program Administration; Recordkeeping; Staff Development; *Student Loan Programs; Workshops
IDENTIFIERS- *Department of Education; *Federal Direct Student Loan Program

This training guide for a one-day workshop provides an introduction to the William D. Ford Federal Direct Loan Program for administrative personnel at higher educations institutions. The seven sections of the guide, each corresponding to a single workshop session, include activity sheets, questions for participants to answer, and space for notes. Following the introductory section, Section 2 focuses on why schools participate in the Direct Loan Program. Also covered in this section are types of loans, eligibility, loan limits, interest rates, repayment plans, and the loan process. Section 3 examines how schools participate in the Direct Loan Program, and includes institutional eligibility requirements, direct loan origination options, participation considerations, and technical specifications for electronic processing. Section 4 explains how schools deliver direct loans to borrowers. Topics covered include the loan origination process, sources of data plans. Additional sections discuss consolidation of multiple federal loans and the consolidation application process. Also included are answers to some frequently asked questions and a glossary. An appendix provides specific guidance on calculating direct loan monthly payments, charts for each repayment plan, and worksheets. (DB)

ED 430 473 HE 032 064

Donaldson, Joe F.; Graham, Steven W.; Kasworm, Carol; Dirkx, John M.
Adult Undergraduates' Participation and Involvement: Future Directions for Theory and Research.
PUB DATE- 99
NOTE- 54p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Ontario, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Learning; *Adult Students; Andragogy; Higher Education; Nontraditional Students; Reentry Students; Research and Development; Research Needs; *Student Development; *Student Participation; *Theory Practice Relationship; *Undergraduate Students; Undergraduate Study

This symposium paper reviews the literature on adult students in higher education and offers a model of their collegiate experiences. The review is organized according to the following themes: adults' experiences in higher education, social and psychological concerns, the role of the classroom, adult cognition, the adult-world surroundings, and adults' success in college. Also discussed are three alternative frameworks for conceptualizing and researching adult involvement. These include schema that examine learner involvement through adult life roles, learner participation in lifelong learning, and learner participation in a post-modern society. Also proposed is a comprehensive model that considers the relationships among six major elements related to adults' collegiate experiences: (1) prior experiences; (2) orienting frameworks such as motivation, self-confidence, and value system; (3) adult cognition, including declarative, procedural, and self-regulating knowledge structures and processes; (4) the "connecting classroom" as the central avenue for social engagement and for negotiating meaning for learning; (5) the life-world environment and the concurrent work, family, and community settings; and (6) the different types and levels of learning outcomes experienced by adults. A chart summarizing research is attached. (Contains 84 references.) (DB)

ED 430 474 HE 032 065

McDaniel, Cleve; Graham, Steven W.
Student Retention in an Historically Black Institution.
PUB DATE- 99
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Ontario, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; Black Colleges; Black

context of student development and identity development theory is followed by explanation of the model used in this study, which involves microsystems, mesosystems, exosystems, and macrosystems. The study focused on perceptions of 24 students at three undergraduate-focused institutions and had four main components: individual interviews with participants; written responses by participants; a focus group of three or four students per campus; and analysis of and archival data about each campus concerning multiracial issues. Data were organized according to Bronfenbrenner's ecology model. A major theme that emerged was the meaning and importance that students attached to finding a space to fit in on campus. Results are interpreted in terms of the kinds of spaces, or microsystems, students occupied on campus and how these microsystems interacted to create the mesosystem of peer culture and the ecology of multiracial identity development. (Contains 39 references.) (DB)

ED 430 493 HE 032 084

Gmelch, Walter H.; Parkay, Forrest W.
Becoming a Department Chair: Negotiating the Transition from Scholar to Administrator.
PUB DATE- 99
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Ontario, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Role; *College Administration; *College Faculty; *Department Heads; Faculty College Relationship; *Faculty Development; Higher Education; Leadership; Role Perception

The Beginning Department Chair Study used qualitative methodology to examine the developing identities of 13 new department chairs at 10 public and private colleges and universities in eight states. Data were gathered during on-site semistructured interviews (approximately two per month) during the chair's first year and periodic telephone interviews. In addition, related material such as departmental memos, planning documents, newsletters, and program descriptions were collected. Analysis revealed that the beginning chairs experienced moderate to severe difficulty in making the transition into their new roles. Some of these difficulties stemmed from role conflict and/or role ambiguity experienced by the chairs. Two case studies are offered and analyzed to illustrate the six problematic role changes reported by subjects: (1) from solitary to social, (2) from focused to fragmented, (3)from autonomy to accountability, (4) from manuscripts to memoranda, (5) from stability to mobility, and (6) from client to custodian. The paper concludes that beginning chairs should be provided with support, mentoring, and time- and stress-management workshops. In addition, chairs should be encouraged to implement the following "balancing strategies": restructure the problem, purge unnecessary "adminstrivia," reverse the hierarchy, protect scholarship interests, and train for leadership. (Contains 37 references.) (DB)

ED 430 494 HE 032 085

Davis, Denise D.
The Research Apprenticeship Program: Promoting Careers in

disciplines and public and private participating institutions. The following fields are included: History, General; Home Economics; Library Science; Marketing Management and Research; Mathematics; Multi/Interdisciplinary Studies; Music, General; Nursing (RN Training); Occupational Therapy; Parks, Recreation, Leisure and Fitness Studies; Philosophy and Religion; Physical Sciences; Physical Therapy; Physics, General; Political Science, General; Protective Services; Psychology; Public Health, General; Reading Teacher Education; Social Sciences, General; Social Work; Sociology; Special Education, General; Speech-Language Pathology and Audiology; Teacher Education; and Visual and Performing Arts. (CH)

ED 430 512 HE 032 151

Kellogg, Karen
Learning Communities. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Articulation (Education); *Curriculum Design; Higher Education; *Holistic Approach; *Integrated Curriculum; *Interdisciplinary Approach; *Learning; Learning Experience; Learning Modalities; Thematic Approach; *Unified Studies Curriculum
IDENTIFIERS- ERIC Digests; Federated Learning Communities Project; *Learning Communities

During the last two decades learning communities, which are felt to have benefits that extend beyond students to faculty and the institution, have expanded to include many different models. This digest reviews five major higher education learning community models currently in existence: (1) Linked courses, which link cohorts of students taking two courses in common with one course typically content-based and the other application-based. Faculty in each course may teach independently or together; (2) learning clusters where instead of linking two courses together, a student cohort is linked in three or four courses, which often serve as the students' entire course load; (3) freshmen interest groups (FIGs), which are linked around academic majors and include a peer-advising component that allows students to discuss course work and other college adjustment problems. Faculty play a lesser role in FIGs; (4) federated learning communities, the most complex of the models, in which a cohort of students takes three theme-based courses in addition to a three-credit seminar taught by a Master Learner a professor from a different discipline who takes the courses and fulfills all class requirements along with the students; and (5) coordinated studies, in which faculty and students participate in full-time active learning based on an interdisciplinary theme. (CH)

ED 430 513 HE 032 152

Hurtado, Sylvia; Milem, Jeffrey; Clayton-Pedersen, Alma; Allen, Walter
Enacting Diverse Learning Environments: Improving the Climate for Racial/Ethnic Diversity in Higher Education. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement

would have gone online. Moreover, without technical assistance from one of the students in the class (who was a hacker), this online adventure would never have gotten off the drawing board. This paper describes a way that was found to address questions over who will train teachers and how time can be found for teachers to learn to use technology to support their teaching and their students' learning. (Author/MES)

ED 430 530 IR 019 500

Kinnersley, Ruth
Children and Young Adult Literature on the Internet: An Introduction.
PUB DATE- 97
NOTE- 6p.; In: Mid-South Instructional Technology Conference Proceedings (2nd, Murfreesboro, TN, April 6-8, 1997); see IR 019 485.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *Adolescent Literature; Awards; Bibliographies; Book Reviews; *Childrens Literature; Elementary Secondary Education; Learning Activities; *World Wide Web
IDENTIFIERS- *Web Sites

This paper introduces some Internet sites related to literature for children and young adults. The first section looks at guides to literature for children and young adults on the Internet; these sites provide access to the vast majority of children's literature sites on the World Wide Web and are the best places to begin searching. The second section describes selected sites which contain actual, online, full-text literature for children and young adults. The third category of sites examined are those that contain reviews, bibliographies, and awards lists. Sites that provide activities related to children's and young adult literature, particularly teaching activities for classroom use, are described in the fourth section. The final section looks at more general sites geared toward children and education. (MES)

ED 430 531 IR 019 501

Vesper, Virginia
The Readers' Advisory in Academic Libraries.
PUB DATE- 97
NOTE- 8p.; In: Mid-South Instructional Technology Conference Proceedings (2nd, Murfreesboro, TN, April 6-8, 1997); see IR 019 485.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; College Students; Electronic Libraries; Higher Education; Library Collections; *Library Role; *Library Services; Public Libraries; *Reading Interests; *Reading Material Selection; Reading Materials; *Recreational Reading; World Wide Web
IDENTIFIERS- Browsing; *Reader Advisors; Web Sites

This paper discusses readers' advisory services in academic libraries from the 1920s to the present. Highlights include: definition of readers' advisor or advisory; browsing rooms and collections; reasons for the decline of this service in

NOTE- 7p.; Paper presented at the International Conference on Artificial Intelligence in Education (9th, Le Mans, France, July 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; *Educational Research; Educational Resources; Evaluation; Foreign Countries; *Information Dissemination; *Information Technology; *Instructional Improvement; Research and Development; User Needs (Information); Users (Information); World Wide Web
IDENTIFIERS- Teacher Needs; United Kingdom; *Web Sites

Teachers and researchers need to use the research produced in education to improve their practice. However, the current modes of dissemination through journals and papers are often written for the expert community. The Telematics Centre at the University of Exeter (United Kingdom), School of Education provides creative solutions for the effective use of information and communication technologies (ICT) in education and business. This paper describes an online embryonic version of the ICT Educational Research Forum (ERF), an Internet-based research center that is located within the United Kingdom's Virtual Teacher Center. The functions of the ERF are organized as a series of rooms with a menu bar alongside: the foyer where participants enter and are introduced to the resources available to them; the seminar room where researchers may be heard speaking; and a desk which provides access to a wide range of resources, tools, and data sets. The embryonic version of the ERF contains online and paper copies of a feedback form. The paper also provides a preliminary analysis of the evaluation data from the ICT Educational Research Center to examine if it is effectively disseminating research on educational technology to the less expert user, i.e., the teacher. (AEF)

ED 430 550 IR 019 583

Clariana, Roy B.
Differential Memory Effects for Immediate and Delayed Feedback: A Delta Rule Explanation of Feedback Timing Effects.
PUB DATE- 99
NOTE- 12p.; Paper presented at the Association for Educational Communications and Technology Annual Convention (Houston, TX, February 10-14, 1999). Document contains colored graphics.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Associative Learning; *Difficulty Level; *Feedback; Graphs; Instructional Effectiveness; Interaction; Learning Processes; Learning Strategies; Mathematical Formulas; *Memory; Pretests Posttests; *Time Factors (Learning)
IDENTIFIERS- *Connectionism; *Delta Coefficient

This paper describes the possible effects of feedback on learning (associations) using a connectionist tool, the delta rule. Feedback in instruction can be described in terms of the interaction of stimulus inputs and response outputs, an associationist perspective. Here the delta rule is applied to each instance that an input and an output likely interact; the delta rule is used to describe the direction and magnitude of increase or inhibition of each instance. The total effect for a in learning cities; needs and requirements in learning cities and ways of discovering demand; growth and creation of wealth and employment; change management in learning cities; investing in learning cities; technology for learning cities; strategies for involving people in learning cities; environment in learning cities and quality of life; strategies for celebrating and rewarding learning in learning cities; steps in starting the process of creating a learning city; and case study of Kent, England, as a region of learning. The book contains 116 references and 19 figures. Appended are the following: ELLIcities charter for learning cities; information about the Sapporo learning festival, ELLI, and ELLIcities; and 10 indicators of a learning organization. (MN)

ED 430 092 CE 078 562

Martin, Melissa
Job Soup for Job Shoppers. 80 Job Bits You Can Sink Your Teeth into.
PUB DATE- 98
NOTE- 81p.; For a related document, see ED 419 144.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adults; Career Planning; *Employee Attitudes; *Employment Interviews; Employment Potential; Employment Qualifications; Job Applicants; Job Application; Job Performance; *Job Search Methods; Job Skills; Reentry Workers; *Resumes (Personal); Work Attitudes

This guide contains 80 short items that provide information and insight to persons conducting a job search, as well as practical tips for keeping a job. The 80 items are organized into seven chapters that cover the following topics: (1) jobs and careers; (2) job skills; (3) job seekers; (4) paper power; (5) presentation package, "You"; (6) tool box (resources); and (7) job keepers. Items consist of lists, charts, aphorisms, tips, and suggested resources. (KC)

change of training approach and practice, improvement of IT skills through training, and training through IT for IT and customer service skills. The companies found it difficult to appreciate the project's concepts and approach as shown by change in their perceptions of the project over time. Views were more optimistic at the start. The project's attempt to conceptualize national standards for competence in using IT and customer service to the needs of the organizations was not successful in retaining the validity of the national standards. It adopted and presented the IT National Training Organization (ITNTO) learning model to organizations at a mentor workshop. The project used information and communication technologies in three ways: Performance Enhancement and Recording Tool software was developed to assist organizations in assessment; multimedia was used to deliver training distributed on CD-ROM; and the Internet was used to deliver training materials and information. (Appendixes include the questionnaire, overview of the ITNTO learning model, and example of ITNTO standards contextualization.) (YLB)

Wright, Jan
Administrator's Guide to Service Learning. Linking Learning with Life.
PUB DATE- 97
NOTE- 25p.; For related documents, see CE 078 655-667.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Guides; Citizenship Education; Community Involvement; Curriculum Development; *Delivery Systems; Educational Objectives; Educational Principles; Elementary Secondary Education; Financial Support; Integrated Curriculum; Legal Responsibility; National Organizations; Professional Development; *Program Administration; Program Evaluation; Program Implementation; Public Relations; Scheduling; *School Community Relationship; *Service Learning; Student Evaluation; Transportation

This booklet, which is addressed to school administrators, examines the principles of service learning as a way of teaching rather than just another program and explains how administrators can customize service learning to the unique characteristics of their own schools and communities. The booklet begins by defining service learning as a delivery system that can be used as a central organizing principle for helping students achieve personal and social growth and prepare for the world of work and citizenship while achieving the school's curricular goals. Discussed in a section devoted to administrative issues are the following topics: the special problems of scheduling service learning in secondary schools; options for reducing transportation costs associated with service learning; funding opportunities; and liability concerns and risk management strategies. The following educational issues are considered: professional development; ways of integrating service learning into the curriculum; student assessment in classroom and nonclassroom settings; and program evaluation. Examined in a section on support issues are the following topics: building an infrastructure, public relations, and community support and involvement. Concluding the guide are brief descriptions of the services provided by three national organizations: the National Service-Learning Cooperative/Clearinghouse, Corporation for National Service, and National Dropout Prevention Center. (MN)

A study investigated the distribution of attrition-related factors of 900 (351 male and 549 female) adult vocational students enrolled in selected postsecondary Louisiana vocational and technical institutions. Comparative, predictive, and ex-post facto designs were used. The outcome measure was students' perceived intentional persistence, which refers to the students' academic and career goals as evidenced by the holding power of the educational program, educational plans, or goals as reported by the students on a questionnaire. The study examined the effects of the following variables: demographic, precollege (high school performance, program requirements, and program prerequisite skill), institutional, environmental, and psychosocial. Results indicated that of the 900 participants, 633 (70 percent) were unintentional and 267 (30 percent) were intentional persisters. The 267 students who had the highest propensity for persistence had a mean of 3.48, whereas those with the least likelihood for retention had a mean intentional persistence of 2.84. Males were more likely to be retained than females. Single and separated students were more likely to withdraw than those who were married and widowed. Hence, gender and marital status, rather than minority and employment status, were more significant factors in students' intentional persistence in vocational institutions. (Contains 176 references.) (Author/KC)

Risk Persons; *Correctional Institutions; Counselor Role;
*Mental Disorders; Mental Health; Psychological Evaluation;
Substance Abuse; *Symptoms (Individual Disorders)
IDENTIFIERS- *Correctional Officers

This volume is designed to provide corrections practitioners with basic staff training on the needs of those with mental illness and impairments in our correctional systems. Chapter titles are: (1) "Mental Illness in the Correctional Setting"; (2) "Substance Use Disorders"; (3) "Problems with Mood"; (4) "Problems with Thinking"; (5) "Problems with Nervousness and Fear"; (6) "Other Mental Illnesses"; (7) "The Causes of Mental Illness"; (8) "The Biological Treatments of Mental Illness"; (9) "Nonmedical Treatments of Mental Illness: Psychotherapy and Rehabilitation"; (10) "Preventing Mental Illness"; and (11) "The Inmate's Perspective: Walking in Someone Else's Shoes." A list of suggestions for further reading is included. The appendix contains four tables listing common antipsychotic, antianxiety, antidepressant, and mood stabilizing medications along with their generic and trade names, usual dosage, and major side effects. (EMK)

ED 430 165 CG 029 178

Ediger, Marlow
Student Government in the School Setting.
PUB DATE- 99
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials
(070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; Administrators; College Students;
Communication (Thought Transfer); Community Involvement;
Decision Making; Democracy; Ethics; *Higher Education;
Inservice Education; Objectives; Problem Solving;
Responsibility; Student Attitudes; *Student Government
IDENTIFIERS- Constitutions

This paper discusses the need for a quality written constitution for student government. The thought process involved in implementing democracy in the university setting is outlined in 10 steps. Members of the student government need to realize the tremendous potential of using the democratic process to resolve disagreements. Each of the 10 process steps is discussed in detail and what is involved in student government and the role or roles each member has is clarified. Decision making by students needs to be stressed throughout their formal school years. Members in student government should then improve in the quality of decisions made. (AVC)

acted in dynamic ways in various school contexts and over time. One way to conceptualize this dynamism in students' motivation and its related motivational variables is to use a theoretical framework that explicitly addresses the operation of dynamic systems. This study proposes the Chaos Theory, in which dynamic elements are hypothesized to interact in unpredictable but describable ways, and provides an appropriate framework for examining students' motivation, especially in "real life" school and classroom contexts. The study concludes that chaotic perspectives may prove particularly appropriate for future investigations into students' motivation and the processes underlying and associated with this motivation. Thus, this study may act as a template for future studies seeking to explore dynamic perspectives with respect to students' motivation. (Contains 29 references.) (Author/MKA)

ED 430 205 CG 029 300

Shmurak, Carole B.
Career Aspirations of Young Women in High School and in College: A Seven Year Longitudinal Study.
PUB DATE- 99
NOTE- 20p.; Paper presented at the Annual Conference of the American Educational Research Association (Montreal, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Aspiration; Career Development; *Careers; Coeducation; College Admission; *College Students; *Females; Grade Point Average; *High School Students; High Schools; Higher Education; Longitudinal Studies; School Role; Sex Role; Single Sex Schools; Standardized Tests; Student Development

This paper reports on a longitudinal study with results drawn from 7 years of data on a group of young women (N=42), following them from the ninth grade through the third year of college. The purpose of the study was to trace development of the participants' thinking about school, career, and women's roles while also tracking their grades, standardized test scores, and college admission data. This study was intended to help answer questions about the relationship between aspirations and achievement of young women in both coeducational and single sex schools, and the relative influences of high school and college on their career choices. Results show that many of the girls aspired to nontraditional careers but the range of careers was limited. Most of the girls were "clueless" as to the requirements of their "chosen" fields. The girls reported that no one talked to them about potential careers; this did not seem to be a result of sexist attitudes on the part of teachers. Some students seem to have lowered their aspirations as a result of their first year of college. (Contains 5 tables and 23 references.) (MKA)

misinterpretations of the relationship between fair use and the First Amendment, not only threaten educators' ability to access information for educational purposes, but create roadblocks for the public's constitutionally supported right to participate in democratic dialogue. The result is that all educators, particularly those who teach in networked classrooms, could face much greater restrictions to the information that provides the basis for learning simply because they choose the Internet as a means of access. The 1976 Copyright Act established that the "fair use" of copyrighted work for purposes such as criticism, comment, news reporting, teaching, scholarship, or research is not an infringement of copyright. The First Amendment's free speech protections ensure the free flow of information, but the copyright clause provides a limited yet exclusive statutory monopoly to authors, which allows them to control access to information. Fair use is the political core of the right to teach in its grant of access to intellectual work that forms the basis for the creation of new knowledge. The interdependent nature of fair use and free speech makes strong fair use protections necessary to a healthy First Amendment. (SC) identification of anger as a constructive starting point in their own personal lives and as civically responsible individuals. Pro-active manifestations of anger relate to how learners solve problems they define, remove doubts they have identified, or pursue other types of inquiry related to active learning processes. (Contains 24 references.) (NKA)

ED 430 244   CS 216 708

Snyder, Sallie
Beating the Odds over Time: One District's Perspective.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrator Role; Classroom Environment; Classroom Techniques; *English Curriculum; *English Instruction; English Teacher Education; *English Teachers; Grade 10; High Schools; *Minority Groups

A team of field researchers studied exemplary language arts teachers in Dade County, Florida (a high school that is 99% minority, but with strong administrative support from the Dade County's Division of Language Arts/Reading) and examined the contexts that lead to thought-provoking learning in English classes and the professional contexts that support such learning. The Division of Language Arts/Reading is a group of administrators (all former teachers) who focus their main attention on teacher training and curriculum development. Keeping closely connected to real classroom practice and constant support and respect for the classroom teacher is the philosophy that underpins what happens in the division. Staying on the cutting edge of language arts is exemplified by attending local, state, and national conferences, and participating in professional organizations. Staff development and curriculum materials are developed and delivered with organization and structure. Bringing in experienced, talented teachers, and actively involving them in the curriculum development process makes the curriculum more realistic and also provides a rich resource from which the Division can draw when the need arises to replace a supervisor, or add new positions. (Contains a questionnaire and a list of reports and case studies that came out of this project.) (SC) third volume highlights the increases in state appropriations for public schools, the number of graduating high-school seniors who took the ACT college-entrance exam in 1997, how Oklahoma's students compare to students in other southern states, the success of the Reader Leaders' program, and the rise in alternative education. The last volume describes how although state funding increased, Oklahoma's national ranking in per-pupil spending actually fell, from 47th in 1996 to 48th in 1997. It discusses the academic benchmarks set by the state, the number of students who plan on going to college, the state's academic scholars program, per-pupil expenditures, enrollment demographics, funding sources, the number of school districts, teaching standards and salaries, and alternative education. (RJM)

ED 430 267   EA 029 676

Camara, Boubacar
Educational Progress Indicator (E.P.I.): Synthetic Indicator for Monitoring Education. Contribution to Education for All.
PUB DATE- 98
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Comparative Analysis; Educational Quality; Elementary Secondary Education; Foreign Countries; *Instructional Effectiveness; Research Tools; *School Effectiveness

This publication complements the "Education for All" program and is intended to provide a comprehensive and operational indicator for monitoring education. As a synthetic tool, the Educational Progress Indicator (EPI) facilitates the analytical assessment and projection work of educational planners, managers, actors, and policymakers. The EPI combines three basic indicators: (1) the net enrollment ratio; (2) the functional literacy rate; and (3) the higher education attendance ratio, which is equivalent to the number of students per 100,000 inhabitants. The average of the levels of satisfaction of the three indicators provides the average aggregate level of satisfaction with regard to the EPI. Recently available data show that countries can be classified into three major groups: countries with EPIs lower than 60 percent, mainly African countries; those with EPIs between 60 percent and 75 percent, most Asian, South American, and Central American countries; and those with EPIs between 75 percent and 90 percent, which includes the most efficient industrialized countries. This booklet outlines the need for synthesis in educational indicators and describes how the EPI was constructed. It explains the special features and uses of EPI, such as the comparability between countries in spite of differences in systems, and details the applications of EPI and the state of education of women and girls. (RJM)

Instruction; Resistance to Change
IDENTIFIERS- National Council of Teachers of Mathematics

This paper reports on a case study that explored the process K-4 educators encounter as they attempted to implement recommendations from the National Council of Teachers of Mathematics (NCTM) Standards. The primary research questions of the study asked: what triggers major school change? what complexities surround school change? and what sustains the reform process and allows/encourages it to evolve? Data sources for the study included transcripts of audio-tapes from long interviews and followup interviews of key informants, field notes of university researchers, and related documents. Results show that initial changes in implementing the standards were mechanical--the lessons and materials did little to change teachers' existing beliefs and practices about mathematics. However, the reform took a different direction when some K-4 teachers "reinvented" mathematics instruction around key ideas and processes within a relevant context for children. Tensions emerged as some teachers' instructional practices began to look different from those of other classrooms, and teachers began to write lessons to supplement the district curriculum. Chaotic situations challenged conventional leadership strategies, interrupted stability of the school climate, and suggested an uncertain future. The reform seemed to depend on educators who believed in the need to restructure and reculture schools. (Contains 36 references.) (RJM)

Metzler, Mary Jo, Comp.
United States Catholic Elementary and Secondary Schools, 1997-98: The Annual Statistical Report on Schools, Enrollment and Staffing.
PUB DATE- 98
NOTE- 83p.; For the 1996-97 report, see ED 410 680.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Catholic Educators; *Catholic Schools; Educational Assessment; Elementary Secondary Education; National Surveys; Profiles; Program Descriptions; *School Personnel; Statistical Surveys; Tables (Data)

This annual report presents national data on Catholic elementary and secondary schools. Enrollment patterns, regional geographic trends, types and locations of schools, student and staffing demographic characteristics, and student participation in selected education programs are analyzed, along with demographic trends in public and private education. Where data permit, the report compares information across the last decade, as well as with the past year. The demographic data report on the number of Catholic schools, their regional distribution, the location of the schools, and the types of schools. Information on school boards, single-gender schools, enrollment, tuition, and student characteristics are also given. The booklet likewise looks at staffing in Catholic schools and the special services offered to students, such as extended-day programs and Title I services. The findings show that total Catholic school student enrollment for the year under review was 2,648,859, which represents an increase of almost 3,400 students over the previous year. Minority student enrollment constituted 24.4 percent of total enrollment, and 13.6 percent of students were non-Catholic, whereas 92.2 percent of the full-time faculty were either lay men or lay women. Coeducational schools comprised 94 percent of the total. Three appendices offer summaries on schools and students, school locations, and supplemental data. (RJM)

of early grades. (CR)

ED 430 326 EC 307 172

Hallenbeck, Mark J.
Taking Charge: Adolescents with Learning Disabilities Assume Responsibility for Their Own Writing.
PUB DATE- 99
NOTE- 62p.; Paper presented at the Annual Convention of the Council for Exceptional Children (Charlotte, NC, April 15, 1999).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Cognitive Development; Constructivism (Learning); Expository Writing; Instructional Effectiveness; Junior High Schools; *Learning Disabilities; Learning Strategies; Pretests Posttests; Resource Room Programs; *Self Management; Student Development; Student Responsibility; Teaching Models; *Writing Instruction
IDENTIFIERS- *Cognitive Strategy Instruction in Writing; Scaffolding

This paper describes the use of a writing strategy, Cognitive Strategy Instruction in Writing (CSIW), to improve expository writing and student responsibility of four seventh-graders with learning disabilities. CSIW emphasizes the need for students to take responsibility for their own writing performance and to scaffold one another's writing development. The year-long study incorporated collaborative writing by the students within a special education resource room setting. Theoretical discussion examines social constructivism and the roles of student and teacher in constructivist dialogue. Principles of the CSIW model are explained, including: effective writing is a holistic enterprise; immature writers benefit from writing apprenticeships in which the teacher models the thinking of effective underwriting; and students collaborate to write for authentic purposes and real audiences. Also explained are the CSIW instructional program and the taping of all instructional sequences and writing-related student conversations during the year for later analysis. Pretest and posttest analysis revealed impressive growth in the students' writing skills on the taught and practiced essay structure though not for an untaught and unpracticed expository structure. Many examples of classroom dialogue illustrate teacher modeling, teacher scaffolding, and classroom conversation showing peer support and the transfer of responsibility to the students. Appended are sample CSIW "think sheets." (Contains 39 references.) (DB)

Appendices include the questionnaire and tables analyzing responses to each question. (Contains 18 references.) (Author/DB)

ED 430 347   EC 307 197

Golden, Diane
Assistive Technology in Special Education: Policy & Practice. CASE/TAM Assistive Technology Policy and Practice Series.
PUB DATE- 98
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Assistive Devices (for Disabled); Definitions; Delivery Systems; *Disabilities; Elementary Secondary Education; Evaluation Methods; Federal Legislation; Home Programs; *Individualized Education Programs; Inservice Teacher Education; Legal Responsibility; *Policy Formation; Private Schools; *Special Education; *Staff Development; Teamwork

This monograph provides an overview of critical policy and practice issues facing educators in the area of assistive technology (AT) for students with disabilities and discusses emerging policy directives and best practices for service delivery in a way that is supportive of quality AT programs in schools. Following an introduction, Section 2 addresses the legal basis of assistive technology, including AT definitions, the mandate to provide AT, definitional ambiguity, and mandate complexities. Section 3 explores critical issues in policy, including personal use devices and medical exclusion, the Individualized Education Program (IEP) team consideration of AT, specifying AT in the IEP, external funding and repair/maintenance, home use, equipment ownership, and provision for private school students. Section 4 highlights critical issues in practice and provides information on staff training, staffing patterns and program organization, traditional evaluation and IEP process, AT assessment options and independent evaluations, short-term equipment loan, and educational and AT interface. Section 5 provides an action plan for those interested in becoming more proactive in responding to the AT needs of their students. Appendices include AT special factor considerations for IEP teams, a list of access questions, and the Telecommunications Act of 1996 proposed requirements for accessibility. (CR)

Disorders and Reading Instruction: A Summary of Research Findings. Keys to Successful Learning: A National Summit on Research in Learning Disabilities.

SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.; National Inst. of Child Health and Human Development (NIH), Bethesda, MD.

PUB DATE- 98

NOTE- 9p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Cognitive Processes; Dyslexia; Elementary Secondary Education; *Instructional Effectiveness; *Learning Disabilities; *Reading Difficulties; *Reading Instruction; *Research and Development; Teaching Methods; *Theory Practice Relationship

This monograph is a synthesis of research findings of the National Institute of Child Health and Human Development research program concerning how children learn to read, why some children and adults have difficulties learning to read, and effective ways to help children learn to read. The review covered studies performed over the last 33 years at 41 research sites throughout the world with more than 34,500 children and adults. Evidence and findings are outlined for each of these three areas. Among nine conclusions concerning how children learn to read is that reading is not a natural process and learning to read is a lengthy process that begins substantially before formal schooling. The 15 conclusions for why some individuals have difficulties learning to read are grouped into those concerned with prevalence, developmental course, and psychometric characteristics and those concerned with environmental, experiential, and individual difference factors. In presenting conclusions about reading instruction, the seven conclusions focus on which teaching approaches and strategies are most beneficial for which children at which stages of reading development. (DB)

This paper examines disagreement over how second language learning tasks create conditions needed for language acquisition by exploring and comparing three second language acquisition theories: input-based; output-based; and interactionist. Each theory is described, and some new conclusions are drawn. It is argued that a task should: be meaningful; be cognitively appropriate; be fun; involve all participants in coming to a clear, defined conclusion; and allow for a planning stage. To accomplish the task, students need: support, through language boxes; different ways to say things; training in classroom feedback language; and pre-teaching. Contains 20 references. (MSE)

ED 430 390 FL 025 803

Johnson, Marysia
Native Speakers' Perception of the Nature of the OPI Communicative Speech Event.
PUB DATE- 99
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitudes; *Interviews; *Language Tests; *Native Speakers; *Oral Language; *Second Languages; Speech Skills; Standardized Tests; Test Construction; Test Validity; *Verbal Tests
IDENTIFIERS- *Oral Proficiency Testing

A study investigated the Educational Testing Service's claim about the conversational nature of the Oral Proficiency Interview (OPI) from the perspective of native speakers of the target second language. Eight subjects listened to 16 randomly-selected OPI communicative speech events, and their perceptions were measured using a semantic differential instrument. Analysis of the data indicate that with few exceptions, native speakers did not differ in their judgments of the nature of the OPI communicative speech event; they found that the OPI does not test speaking ability in the real-life context of a conversation as it claims to. The OPI tests speaking ability in the context of two interview types: a very formal interview that has many features of a survey research interview, based on the behaviorist theory of stimulus and response, and a more conversational type of interview that has many features of a sociologic interview. It is concluded that the findings raise questions about the validity of the OPI testing instrument. (Author/MSE)

PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Business Communication; Curriculum Development; *Educational Needs; *English (Second Language); Foreign Countries; Higher Education; Language Patterns; Language Research; Language Role; Language Usage; *Needs Assessment; Program Design; *Regional Characteristics; Research Methodology; Second Language Instruction; Second Language Programs; Student Attitudes; *Vocational English (Second Language)
IDENTIFIERS- France

A literature review, undertaken in preparation for a study of French regional needs for workforce English language instruction at the college level, covers research on this topic in areas of France and other non-English-speaking countries, student perspectives on language needs and motivation for learning English, linguistic issues in addressing language needs in various professions and vocations, instructional implications of these issues, and the role of needs assessment in developing instructional programs. It is concluded that question of English language usage and needs in the workplace is a relevant and topical subject, not only in France but also in other countries, and that researchers focused on various aspects of language use, including which skill types were used most often: e.g., written vs. oral language; the kind of language needed in professional situations (formal vs. informal); and how often English is used. The process and purposes of need assessment and conditions favorable for implementation of change are also of common concern. Contains 33 references. (MSE)

discusses the differences between executive, administrative, and professional employees and independent contractors. The pamphlet then discusses federal regulations affecting nonexempt (hourly) employees, focusing on the determination of the regular rate of compensation, hours worked, joint employment, alternatives to overtime compensation, and voluntary work by employees. It also reviews recordkeeping requirements and penalties applicable under the FLSA. (Contains 12 footnotes.) (MDM)

ED 430 432 HE 032 021

Menges, Robert, Ed.
Faculty in New Jobs: A Guide to Settling In, Becoming Established, and Building Institutional Support. Jossey-Bass Higher and Adult Education Series.
PUB DATE- 99
NOTE- 338p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Beginning Teacher Induction; *Career Development; *College Faculty; *Faculty Development; Higher Education; Socialization; Teacher Orientation

This book is comprised of 14 papers developed for the New Faculty Project, a career development project for college faculty. Papers are grouped into sections which address orientation and settling in of new faculty; how faculty members get established within the institution; and how faculty build institutional supports. The papers are: (1) "Being a Newcomer" (Sarah M. Dinham); (2) "Dilemmas of Newly Hired Faculty" (Robert J. Menges); (3) "New Faculty Talk about Stress" (Sarah M. Dinham); (4) "Experiences of Women, Experiences of Men" (Lois Calian Trautvetter); (5) "Perspectives from Faculty of Color" (Mia Alexander-Snow, Barbara J. Johnson); (6) "Mentoring and Collegiality" (Rita K. Bode); (7) "Learning What Students Understand" (Lisa Firing Lenze and Sarah M. Dinham); (8) "Seeking and Using Feedback" (Robert J. Menges); (9) "Feeling in Control" (Raymond P. Perry, Verena H. Menec, and C. Ward Struthers); (10) "Faculty Well-Being and Vitality" (Charles J. Walker and Natalie M. Hale); (11) "How Disciplinary Consensus Affects Faculty" (John M. Braxton and Joseph B. Berger); (12) "Establishing a Teaching Development Culture" (Jennifer Quinn Woods); (13) "Learning from Leavers" (Shoshanah Bechhofer and Brian Barnhart); and (14) "Accountability for Faculty Welfare" (Lisa Firing Lenze). (Individual papers contain references.) (DB) items, disclosure statements, promissory notes, drawdown requests, disbursements, and reconciliation. Section 5 is on avoiding problems, and the discussion covers data management, accuracy, consistency, timeliness, data protection, and quality assurance. Section 6 explains where schools can find help; phone numbers are provided for specific aspects of the program and by region. Section 7 wraps up the workshop and answers 10 frequently asked questions about the Direct Loan Program. (DB)

ED 430 453 HE 032 044

The Direct Loan Reconciliation Game.
PUB DATE- 99
NOTE- 184p.; For related training guides, see HE 032 042-44.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accounting; *Compliance (Legal); Computer Oriented Programs; Databases; Government School Relationship; Higher Education; *Program Administration; Recordkeeping; Staff Development; *Student Loan Programs; Workshops
IDENTIFIERS- *Department of Education; *Federal Direct Student Loan Program

This training guide for a one-day workshop provides an introduction to the William D. Ford Federal Direct Loan Program for administrative personnel at higher education institutions. The six sections of the guide, each corresponding to a workshop session, include activity sheets, questions for participants to answer, and space for notes. Following the introductory section, materials for Section 2 provides an overview of direct loan processing, including a definition of reconciliation and explanations of five direct loan functions. Section 3 covers managing cash balances. Section 4 outlines the monthly processing techniques which prepare for reconciliation. It covers best practices, reports and logs, and continuing cash balance management. Section 5 considers reconciliation and the Direct Loan School Account Statement, including the monthly reconciliation process and how to distinguish between the booked date and the acknowledgment date. Section 6 addresses the reconciliation process directly and covers cash summary activity, cash and loan detail, reconciliation tools and reports, maintaining monthly versus yearly cash balances, and closeout. Appendices provide summaries of the process and sample printouts of cash management and direct loan reports, as well as answers to selected exercises in the guide. (DB)

Students; College Students; *Data Analysis; Early Identification; *High Risk Students; Higher Education; Models; Predictor Variables; Regression (Statistics); *Student Characteristics

This study developed a statistical model to identify college students most prone to dropping out, testing the model to predict the retention status of black residential and white commuter students at an historically black institution with an open admissions policy. The model used 25 pre- and early-matriculation variables, including gender, age, ethnicity, citizenship, state and country of residency, enrollment status, high school class size, high school rank, high school grade point average, scores on the American College Testing(ACT) Service examination, grades in developmental courses, number of developmental courses required, first-semester credit hours attempted and completed, first-semester grade point average, and cumulative grade point average. Multivariate models (both direct and forward stepwise) using logistic regression analysis were developing using data from a sample of 1,949 first-time degree-seeking freshmen who entered the institution from 1990 through 1995. Compared to withdrawing students, returning students were significantly more likely to report better academic habits and goals, to have higher ACT scores and higher high school grades and class rank, to be a white commuter student, and to attend college full-time. Overall, the forward stepwise model was judged better for predicting retention status than the direct model. Results have implications for early identification of high-risk students. (Contains 49 references.)(DB)

Biomedical Sciences and the Health Professions for Minority Populations.
PUB DATE- 99
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Ontario, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Allied Health Occupations Education; *Apprenticeships; College Bound Students; Experiential Learning; Health Occupations; High School Students; High Schools; Higher Education; *Minority Groups
IDENTIFIERS- *Ohio State University

This study examined the career decisions of 54 high school students who participated in the Research Apprenticeship Program (RAP) at Ohio State University during 1990-92. RAP is a precollege program which aims to provide meaningful experiences in various aspects of health-related research for minority high school students and teachers. RAP activities are centered on the assignment of students to faculty preceptors/mentors during eight weeks in the summer. Participants work as full-time apprentices and participate in various career development activities, including maintaining a written record of their experience, conducting a research project in their assigned health area, and participating in a science fair. Data on 54 former participants were collected concerning the precollege program experience, student background characteristics, and individual factors (such as academic ability, personality, and motivation). Of the respondents, 37 (68 percent) had chosen to pursue a health profession immediately following high school, and 17 percent (32 percent) had decided not to pursue a health professional immediately following high school. Analysis indicated that personality, cognitive, and motivational factors, along with family characteristics, experiential learning, socioeconomic status, and the RAP program had a significant impact on the career decision-making process of these students. (Contains 33 references.) (DB)

(ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.; For the full report summarized her, see ED 430 514.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Diversity (Student); Educational Change; Educational Discrimination; *Educational Environment; Equal Education; Ethnic Relations; Higher Education; *Institutional Environment; Minority Groups; Multicultural Education; Racial Attitudes; Racial Integration; Racial Relations; School Culture; Student School Relationship
IDENTIFIERS- ERIC Digests

This digest examines ways in which learning and educational objectives can be maximized to achieve diversity while improving social and learning environments for students from different racial/ethnic backgrounds. The digest examines the literature on campus climate for racial/ethnic diversity, looks at the impact on student diversity of the campus climate, and examines institutional changes necessary to improve the racial/ethnic diversity and enhance the learning environment. These issues are examined within a framework that encompasses theories of race relations and racial attitudes, historical legacies of exclusion, and campus behaviors both inside and outside the classroom, as well as changes in government and policy and forces of sociohistorical changes in U.S. society. The needed fundamental institutional changes would include a conceptual shift in thinking about diversity and about an institution's overall teaching and learning priorities, in addition to structural changes that would allow for increased interaction and involvement among students from diverse backgrounds. (CH)

academic libraries; recent decline in reading interest and ability among college students; the importance of recreational reading; use of the World Wide Web by public librarians to provide readers' advisory services; use of the Web by academic libraries to support recreational reading interests; and a list of readers' advisory Web sites. Contains 14 references. (MES)

ED 430 532 IR 019 556

Crossman, William
CompSpeak 2050: How Talking Computers Will Recreate an Oral Culture by Mid-21st Century.
PUB DATE- 99
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Information; Computer Mediated Communication; Computer Oriented Programs; *Futures (of Society); Information Storage; *Information Technology; Literacy; *Natural Language Processing; *Oral Language; Social Influences; Speech Synthesizers; *Technological Advancement; *Written Language
IDENTIFIERS- Access to Technology; *Talking Computers; Technology Role

In the 21st century, VIVOs (voice-in/voice-out computers using visual displays but no text) will make written language obsolete. Written language is essentially a technology created 6,000 to 10,000 years ago for storing and retrieving information. VIVOs will perform this same function more easily, efficiently, and universally without requiring people to learn to read and write. There will be no compelling reason for schools to teach literacy skills. By 2050, the electronically-developed nations will become oral cultures; by 2150, a worldwide oral culture will be in place. Today's push to develop VIVOs is a further step in the human evolutionary drive to move past written language's limits and return to the biogenetic, oral-aural, pre-alphabetic roots of human communication and information storage. Young people's choosing television, telephone, stereo, and computer games over books, letter-writing--and the resulting literary crisis that engulfs schools--is not the result of mental laziness or poor schools, but is an irreversible symptom of this deeper evolutionary process. VIVOs will transform every area of human activity in the 21st century, including education, the arts, human relations, politics, and business. Billions of nonliterate people, using VIVOs, will finally be able to access the world's stored information--if they can gain access to VIVOs. Access to VIVO technology looms as a key human rights issue of the 21st Century. (Author/AEF) type of feedback is then described by the combination of the instances that make up that type. The findings of this investigation may provide seminal foundations for understanding feedback effects. The paper focuses on the following topics: an overview of the connectionist approach; implications of lesson item difficulty; delta rule calculations for immediate and delayed feedback; and implications. Several graphs and mathematical calculations illustrate the discussion. (Author/AEF)

ED 430 551 IR 019 684

Rogers, Curtis R.
A Theoretical Look at Electronic Community's Conversation and Curriculum.
PUB DATE- 98
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Community; *Computer Mediated Communication; *Computer Uses in Education; Cooperative Learning; Critical Thinking; Curriculum Development; Educational Technology; Elementary Secondary Education; Group Discussion; Hypermedia; Instructional Effectiveness; Interaction; Social Development; *World Wide Web
IDENTIFIERS- Cognitive Flexibility; Collaborative Learning; *Conversation; Emotions; Postmodernism; Technology Utilization; Virtual Classrooms

This paper examines the importance of the electronic community and its conversation for educators. Highlights include: (1) connections in electronic communities, including listservs, World Wide Web-based discussion groups, and the "conversational web"; (2) cyber-collaborative learning, including virtual classrooms, developing student writing skills, and collaboration among educators; (3) social development within the electronic community, including virtuality and postmodernism; (4) electronic community and hypertext conversation, including the chaos of non-linear asynchronous communication; (5) the individual and the community, including advantages of non-linearity for advancing critical thinking skills and allowing greater flexibility in understanding curriculum; and (6) conversational nuance and beyond, including conveying emotion and miscommunication/misunderstanding. (AEF)

ED 430 552 IR 019 685

Reppert, James E.
Implementation and Utilization of Educational Technology.
PUB DATE- 95
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Uses in Education; Course Evaluation; Distance Education; *Educational Technology; Faculty Development; Higher Education; *Instructional Design; *Instructional Effectiveness; Technological Advancement; Telecommunications; Telecourses
IDENTIFIERS- Indiana University; *Technology Implementation; *Technology Utilization

This paper examines the various uses of video, microcomputer and related media technologies as effective instructional design tools. Highlights include descriptions of: the Telecommunications Department at Indiana University; an evaluation of telecourses through student questionnaires and identification of those students who might have problems with telecourses; tutoring for new telecourse faculty; ways that media affect student performance in the higher education classroom; the role of technological advancements in higher education instructional design models; and benefits of educational technology for students and teachers. (AEF)

ED 430 553 IR 019 686

Reppert, James E.
Critical Evaluations and Instructional Potential of Authoring and Titled Program Software.
PUB DATE- 95
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- . (Contains 40 references.) (AEF)
research project, incorporating JavaScript in a ,Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Authoring Aids (Programming); Computer Software Development; Computer Software Reviews; *Computer Uses in Education; *Courseware; Educational Technology

This paper describes and evaluates the instructional uses of the Claris Works and Ultimedia Tools Series authoring programs and the following titled software programs: CNN Time Capsule: 100 Defining Moments of 1993; Windows Magazine: 1994; Ultimate Digital Studio; Data Trek Manager Series; and Cinemania '95. (AEF)

ED 430 554 IR 019 687

Frey, Joanne M.
Donald Norman's "The Invisible Computer" and Its Implications for Education.
PUB DATE- 99
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- . (Contains 40 references.) (AEF)
research project, incorporating JavaScript in a ,Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Information; Adoption (Ideas); Computer

ED 430 573 IR 057 353

Gaul, Kathleen
Disaster Response Plan, Cunningham Memorial Library, Indiana State University.
PUB DATE- 98
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Libraries; Earthquakes; *Emergency Programs; Guidelines; Higher Education; *Library Materials; *Library Planning; Optical Scanners; Preservation; Water
IDENTIFIERS- *Disaster Planning; Disasters; Fires; Indiana State University; *Library Materials Conservation

This document presents disaster response procedures relating to the damage of library materials at the Indiana State University Library. Information provided includes: (1) immediate emergency actions after a disaster; (2) procedures for salvage of water-damaged materials; (3) "Do Nots" for handling water-soaked books; (4) procedures for materials damaged due to earthquakes; (5) procedures for materials damaged by fire or smoke; (6) another in-house option for salvage of library materials (i.e., use of a digital scanner); and (7) the importance of documenting as much as possible. Appendices include work and home telephone numbers of people to contact, sources for volunteers, a list of priority areas within the library, and a list of library and archival restoration facilities, suppliers, and conservators. (AEF)

ED 430 574 IR 057 354

Talan, Carole
Founding and Funding Family Literacy Programs. A How-To-Do-It Manual for Librarians. How-To-Do-It Manuals for Librarians, Number 92.
PUB DATE- 99
NOTE- 223p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annotated Bibliographies; Childrens Literature; Community Involvement; Cooperative Programs; Family Involvement; *Family Literacy; Guidelines; Library Funding; *Library Planning; *Library Services; *Literacy Education; Needs Assessment; *Outreach Programs; Program Development; Program Implementation; Public Libraries; Questionnaires; Tutors

This book covers the steps involved in developing a library-based family literacy program, as well as questions of support and funding. Chapter 1 defines family literacy, provides historical perspective, and explains the need for such programs. Several well-established, successful family literacy programs are described in Chapter 2. Chapter 3 discusses how starting a library-based family literacy program benefits both the community and the library. Chapter 4 deals with assessing the needs and resources of the community and includes copy-ready

ED 430 594 JC 990 258

Pezzoli, Jean A.; Ainsworth, Donald
MCC Instruction in Sustainable Technologies. Follow-Up Study.
PUB DATE- 99
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Community Colleges; Education Work Relationship; *Job Training; *Labor Force Development; *Needs Assessment; *Participant Satisfaction; *Program Effectiveness; Student Characteristics; Student Surveys; Two Year Colleges
IDENTIFIERS- *Sustainable Technologies; *University of Hawaii Maui Community College

The purposes of this study were to collect feedback from Sustainable Technologies interns regarding the usefulness and effectiveness of their education and training from the Maui Community College Instruction in Sustainable Technologies (MIST) program, and to further assess community need for a new Associate Degree program in Sustainable Technologies. A final sample of 26 MIST interns and second-year students from the School of Architecture at the University of Hawaii-Manoa returned surveys that asked questions about the usefulness of the MIST program. Descriptive statistics regarding respondent characteristics (such as major, number of units completed, and continuing student status) and the helpfulness of MIST and training were used as the primary analyses. Respondents indicated that MIST training was very helpful in training them for a new position, and helpful in training them to better perform a current job. In general, respondents rated the offered financial support as helpful. Respondents also indicated that interns used the training in the home as well as work environments. It is concluded that based on the high level of participant regard and applicability to career and home, that the expansion and continuation of MIST should be supported. (SKF)

ED 430 595 JC 990 260

Daniel, John
Lifelong Learning, Systematic Skepticism and Decent Democracy.
PUB DATE- 99
NOTE- 11p.; Keynote address presented at the Annual Conference of the National University Continuing Education Association (84th, Washington, DC, April 9-12, 1999.)
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *College Role; Continuing Education; *Distance Education; Educational Change; *Educational Technology; Foreign Countries; *Futures (of Society); *Higher Education; *Lifelong Learning; School Community Relationship
IDENTIFIERS- *Open University (Great Britain)

This keynote address discusses the implications of the university continuing education community. The paper asserts that while the boundaries of higher education have blurred in terms of physical buildings; the characteristics of students interested in higher education; the curricular offerings of high schools, community colleges, and universities; and the purposes of

ED 430 614 JC 990 282

Korbel, Linda A.
New Expeditions: Charting the Future of Global Education in Community Colleges. Testimony and Reflections on Global Education.
PUB DATE- 98
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *College Role; *Community Colleges; Educational Change; Educational Finance; *Educational Technology; Foreign Countries; *Futures (of Society); *Institutional Mission; Role of Education; Student Needs; Surveys; Two Year Colleges

Posing the question, "If you could build a community college for 2010, what would it look like and whom would it serve?" the New Expeditions initiative takes up where the decade-old report by the Commission on the Future of Community Colleges, "Building Communities," left off. The initiative, which sought to remedy the latter report's limited attention to global education in community colleges, consisted of three phases. In the first phase, the nearly 200 member institutions of the American Council on International Intercultural Education and Community Colleges for International Development were surveyed in Fall 1998 about perceived obstacles and solutions concerning globalization efforts in community colleges. In the second phase, a hearing was held to report the survey results and to provide a forum for testimony from, and discussion among, community college presidents, federal agents and NGO personnel. In the third phase, fifteen community college leaders met at Airlie Center to discuss the impact of global education on access and equity, the faculty role, finances, governance, leadership development, market forces, student needs, technology, teaching and learning, and the civic role. They synthesized the survey results, earlier discussions, and their own vision into this report, which emphasizes that community and technical colleges will serve as the vanguard for global education into the next century. The survey instrument and transcripts of the testimony given by 12 individuals are appended. (VF)

ED 430 615 JC 990 285

Townsend, Barbara K.
Telling the Community College Story: The Transfer Function.
PUB DATE- 99
NOTE- 8p.; Paper presented at the Annual Meeting of the American Association of Community Colleges (Nashville, TN, April 7-10, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Articulation (Education); Attendance; Bachelors Degrees; *College Transfer Students; *Community Colleges; Enrollment; Higher Education; Prior Learning; Student Mobility; *Transfer Rates (College)
IDENTIFIERS- *Reverse Transfer Students

This article discusses community colleges as educational

ED 430 633 JC 990 314

Worker Retraining: Fifth Accountability Report for Worker Retraining Programs. (Formerly HB 1988).
PUB DATE- 98
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; *Community Colleges; *Dislocated Workers; Educational Technology; *Job Training; Program Development; *Retraining; Student Financial Aid; *Technical Institutes; Two Year College Students; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Washington Community and Technical Colleges

This report is the fifth review of the accomplishments of Washington's 32 two-year colleges under the provisions of the Worker Retraining program. The Worker Retraining program assures that jobless workers have immediate access to job retraining for a new career if they are not able to find work in their current field. It also builds the capacity of colleges to provide training in high-demand, high-wage fields. The program has served 33,387 unemployed and dislocated workers between 1993 and 1998 at the public colleges and 1,012 at 35 private career schools. Three major findings are reported: (1) the program is changing to reflect the changing face of job loss in Washington, that is, dislocated workers are less likely to come from manufacturing and more likely to be in service and retail trades; (2) workers who participate in programs are finding good jobs at high salary levels; 83% of those who left the college have gained employment, with an average salary of $10.83 per hour in 1997; and (3) colleges are providing training that is responsive to the growing need for technology workers, especially for smaller firms, where most of today's economic growth is found. Additional information is provided on the participants and recipients. Contains 14 tables. (AS)

ED 430 634 JC 990 315

Worker Retraining: Fourth-Year Accountability Report for Worker Retraining Programs. (Formerly HB 1988).
PUB DATE- 97
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; *Community Colleges; *Dislocated Workers; Educational Improvement; *Job Training; Program Development; *Retraining; Tables (Data); *Technical Institutes; *Two Year College Students; Two Year Colleges; Vocational Education
IDENTIFIERS- *Washington Community and Technical Colleges

This report is the fourth review of the accomplishments of Washington's 32 two-year colleges under the provisions of the Worker Retraining program. It provides detailed information about program results, with findings indicating that: (1) workers who participate in programs are finding good jobs at high salary levels, with 81% of all worker retraining students being re-employed seven to nine months after training; (2) colleges provide the opportunity for training that is relevant to the changing workforce and workers who participate in programs are increasingly participating in the higher wage

ED 430 652 JC 990 339

Weglarz, Shirley
JCCC Survey of Adjunct Faculty, 1997.
PUB DATE- 98
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adjunct Faculty; Community Colleges; Fringe Benefits; *Institutional Evaluation; *Job Satisfaction; *Part Time Faculty; Profiles; Questionnaires; Staff Development; Tables (Data); Teacher Attitudes; Teacher Employment Benefits; Teacher Salaries; Teacher Surveys; Two Year Colleges
IDENTIFIERS- *Johnson County Community College KS; *Teacher Satisfaction

This survey, distributed to adjunct faculty at Johnson County Community College (JCCC) in December 1997, attempts to: (1) determine the relative importance to adjunct faculty of salary and certain benefits; (2) identify the optimum times for staff development; and (3) develop a profile of JCCC's adjunct faculty. A total of 159 completed responses were analyzed. This report presents information on adjunct faculty satisfaction, JCCC employment, health and life insurance, retirement, child care needs, teaching load and experience, longevity, employment, faculty characteristics, staff development training, and personal profiles. Major findings indicate that: (1) adjunct faculty are generally satisfied with their positions (92% were very or somewhat happy); (2) over 90% of adjunct faculty rank salary first or second in importance among five aspects of employment, with two-thirds of adjuncts very or somewhat satisfied with their compensation, 85% interested in certification leading to increased compensation, and nearly half indicating they would like to teach full-time at JCCC; (3) over 40% are not satisfied with campus computers and workspace; (4) about half of adjuncts are interested in JCCC-provided life insurance and would like more retirement plan options through the college; (5) two-thirds of adjuncts surveyed currently teach only at JCCC, while two-thirds also hold another salaried job in addition to teaching; and (6) adjunct faculty attendance at staff development training is not widespread. Tabled survey results and the questionnaire are appended. (AS)

ED 430 653 JC 990 341

Oakton Community College Annual Budget, Fiscal Year 1998-1999, Community College District 535.
PUB DATE- 98
NOTE- 191p.; For the 1998 budget, see ED 413 953.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administration; Annual Reports; *Budgeting; College Faculty; Community Colleges; *Educational Finance; Enrollment; Expenditures; *Financial Policy; Income; Money Management; *Resource Allocation; School Statistics; Statistical Analysis; Student Financial Aid; Tables (Data); Taxes; Tuition; Two Year Colleges
IDENTIFIERS- *Oakton Community College IL

This report provides the annual budget for Oakton (Illinois)

ED 430 671 PS 027 557

Morrongiello, Barbara A.; Dawber, Tess
Mothers' Responses to Boys and Girls Engaging in Injury-Risk Behaviors on a Playground: Implications for Sex Differences in Childhood Injuries.
PUB DATE- 99
NOTE- 8p.; Poster presented at the Biennial Meeting of the Society for Research in Child Development (Albuquerque, NM, April 15-18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Children; Foreign Countries; Injuries; Intervention; *Mothers; *Parent Attitudes; *Parent Child Relationship; *Play; Playgrounds; Sex Differences
IDENTIFIERS- Risk Reduction; *Risk Taking Behavior

Unintentional injuries are the number one cause of death in childhood, and boys experience two to four times more injuries than girls. The present study examined whether mothers differed in their speed to intervene and the nature of their intervention responses depending on the sex of the child, the injury history of the child, the level of risk taking mothers expected of the child, and the risk-taking activity in which the child was engaged. Videotapes of 8-year-old children (either boys or girls) engaging in injury-risk play activities on a playground were shown to mothers who were asked to intervene by stopping the tape and saying what they would do if they and their child were in the situation shown. Multivariate analyses of variance revealed that when viewing female children, mothers were more likely to judge behaviors as posing some degree of injury-risk, and they intervened more frequently and quickly than when viewing male children engaged in exactly the same behaviors. The speed of mothers' intervention positively correlated both with their children's injury history and frequency of risk taking, indicating that mothers of children who were previously injured and often engaged in injury-risk behaviors had a higher degree of tolerance for children's risk taking than mothers of children who experienced fewer injuries and engaged less frequently in injury-risk behaviors. Examining the nature of mothers' verbalizations in response to children's risk taking revealed that girls received more cautions and statements encouraging them to analyze the situation and to think in terms of how their behavior could lead to injury outcomes, whereas boys received more statements encouraging risk-taking behavior. (Author/KB)

ED 430 672 PS 027 562

Nixon, Charisse L.; Watson, Anne C.
Family Experiences and Early Emotion Knowledge.
PUB DATE- 99
NOTE- 10p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Albuquerque, NM, April 15-18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affective Behavior; Age Differences; *Emotional Development; Emotional Response; Facial Expressions; *Family Environment; Family Relationship; *Individual Differences;

ED 430 691 PS 027 623

Schiller, Pam
Start Smart! Building Brain Power in the Early Years.
PUB DATE- 99
NOTE- 146p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Brain; Child Development; *Cognitive Development; Cognitive Processes; Infants; *Learning Activities; Memory; Multiple Intelligences; Stimulation; Toddlers; Young Children
IDENTIFIERS- *Brain Development

Noting current brain development research, this book offers simple, straightforward ways to boost children's brain power with active exploration, repetition, sensory exploration, laughter, and more. The chapters describe how and why the brain develops and explain how parents can give their children the best foundation for future learning. Following an introduction, the book's chapters explore activities related to neurological processes and: (1) aromas; (2) choices; (3) color; (4) mind and body cycles; 5) emotions; (6) exercise; (7) hydration; (8) laughter; (9) cross-lateral movement; (10) multiple intelligences; (11) music; (12) novelty; (13) nutrition; (14) patterns; (15); practice; (16) problem solving; (17) rewards and praise; (18) second-language learning; (19) sense and meaning; and (20) small muscle coordination. The book's appendix includes a glossary, brain fast-facts, and brain research facts related to memory and retention. (HTH)

ED 430 692 PS 027 624

Raines, Shirley C.; Isbell, Rebecca
Tell It Again! Easy-to-Tell Stories with Activities for Young Children.
PUB DATE- 99
NOTE- 210p.; "Covered art and illustrations by Joan C. Waites."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Childrens Literature; *Class Activities; Early Childhood Education; *Learning Activities; *Story Telling; Young Children
IDENTIFIERS- *Folktales; *Retelling

Listening to stories can expand children's knowledge, provide sheer enjoyment, and help children understand their world and how people relate to each other in it. This book compiles tips and suggestions from expert storytellers and teachers, and shows teachers and parents how to capture children's attention and imagination using simple, creative flourishes to familiar stories. The book is comprised of retellings of 18 popular children's stories, with each retelling including a story outline, hints for storytelling, and related activities. Each activity description lists the materials needed and steps to implement the activity. Three of the stories deal with being yourself: (1) "Teeny Tiny"; (2) "The Knee-High Man"; and (3) "The Ugly Duckling." Six stories deal with using one's wits:

ED 430 710 PS 027 662

Rellon, Lakhvir
Minding Your Own Business.
PUB DATE- 98
NOTE- 45p.; A Partnership Initiative between Save the Children, Sandwell Metropolitan Borough Council and Tipton City Challenge.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Agency Cooperation; *Child Caregivers; *Day Care; Early Childhood Education; *Family Day Care; Foreign Countries; Needs Assessment; Professional Development; Program Effectiveness; Program Evaluation; Young Children
IDENTIFIERS- *Caregiver Training; England; Save the Children Fund

The principal aims of the Tipton Childminding Project, begun in 1994, were to increase access to and quality of training and support for childminders and caregivers in England's Tipton Challenge area, to increase the number of childminders and child caregivers from all sections of the community, to promote interagency initiatives to develop links between childminding and other forms of childcare provision, and to demonstrate the value of different forms of childminding support in raising the quality of childminding. This report documents the work of that project from 1994 to 1998, detailing the project's development and chronological history. Among the conclusions of the report are that: (1) there is a need for continued support, advice, and guidance for partnership agencies to enable sustainable collaboration; (2) training for childminders was found to be very effective and was delivered monthly by the Social Services Department and the Tipton Childminding Project by 1995; and (3) the Project had become one of the largest providers of independent daycare training and post-registration childminding training. Recommendations are delineated with regard to childminder requirements, the need for childminder support, the need for increased public awareness, and the need for specific and regular training for childminders. Included in the report are case studies and reports presenting a social services department perspective, describing the involvement of the Youth Forum and the Save the Children, and detailing the project's achievements. Also included are samples of leaflets used in the project. Two appendices include a questionnaire used to identify childminders' needs. (KB)

ED 430 711 PS 027 663

Ruxton, Sandy
Implementing Children's Rights: What Can the UK Learn from International Experience?
PUB DATE- 98
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120), Reports - Research/Technical (143)
DESCRIPTORS- Budgeting; *Childrens Rights; Comparative Analysis; Data Collection; Developed Nations; Developing Nations; *Federal Legislation; Foreign Countries; Government Role; Information Needs; *Public Policy
IDENTIFIERS- Public Awareness; *United Kingdom; *United Nations Convention on Rights of the Child

The welfare and treatment of children is a key test of society's commitment to human and social development. This report details

ED 430 729 PS 027 682

Hoel, James L.
Cross-System Collaboration: Tools That Work.
PUB DATE- 98
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agencies; *Agency Cooperation; *Agency Role; Change Strategies; Delinquency; Integrated Services; *Interprofessional Relationship; Models; *Social Services; Systems Approach
IDENTIFIERS- Iowa; *Out of Home Care

This monograph reports on a collaborative initiative between Four Oaks, a private nonprofit family service agency in Iowa, and the Iowa Department of Human Services. The collaboration provided a series of community forums of local representatives to examine services available to delinquent youth and their families, to increase community awareness and participation, and to develop a "toolbox" of effective principles for collaboration to assist families, agencies, and communities in addressing the challenges of social service system reform. Following an introduction, the monograph describes the context for the project in Iowa, including Iowa's efforts in restructuring, gaining fiscal control of human service expenditures, decategorizing funding streams, and incorporating managed care into public and private agencies. Illustrated with examples from exemplary programs, the principles of effective collaboration are discussed in three parts: (1) structural elements; (2) leadership elements; and (3) interpersonal elements. Key structural elements include facilitating collaborative partnerships related to blending of funding streams, investment equity, mandates from top administrators, role boundaries, clear goals, concrete tasks, focusing on data and outcomes, peer networking, and increased inclusion. Leadership elements discussed include efficient management of daily business, providing formal management tools, communicating a cogent vision, possessing a sensitive attention to timing, helping the collaborative group reflect on its process, and addressing and resolving barriers that block development. Interpersonal elements discussed include key personality traits and organizational features such as respect, nurture, disclosure, trust, and investment. The monograph concludes with suggestions for addressing challenges of authentic collaboration. Contains 20 references. (KB)

ED 430 730 PS 027 684

Sullivan, Ann
Adoption and Privatization: An Issue Brief.
PUB DATE- 98
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adopted Children; *Adoption; Adoptive Parents; Agencies; Biological Parents; *Caseworker Approach; Child Advocacy; *Child Welfare; Models; Private Sector; *Privatization; Public Sector; *Social Services

Over the last several years, state and local governments have

ED 430 748 RC 021 969

Weber, Holly A., Ed.
Wilderness Medicine Newsletter, Volume 9.
PUB DATE- 98
NOTE- 53p.; For volume 8, see ED 415 056.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Accident Prevention; *Accidents; Camping; Certification; Emergency Medical Technicians; *First Aid; Gynecology; Injuries; *Medical Services; Outdoor Activities; Physicians; *Rescue; Risk Management; Safety; *Wilderness
IDENTIFIERS- Cross Country Skiing; Global Positioning System; Heat Injuries; Hypothermia; Mountaineering; Snow Avalanches; Tick Toxicosis

This document consists of the six issues of the "Wilderness Medicine Newsletter" published during 1998. The newsletter provides medical and rescue information for the non-physician in remote wilderness areas. Issues typically include feature articles, conference and training courses schedules, and personal narratives. Feature articles in this volume cover avalanche awareness; advanced life support in the backcountry; a hypothermia treatment device for search and rescue teams called the charcoal vest; an overview of tick-borne diseases; an overview of insect repellents; a case discussion from a newsletter about mountain medicine; a review of heat illnesses; hyperventilation; using Global Positioning System units; keeping Wilderness First Responder certification current; an overview of trench foot; gender specific emergencies; and environmental problems and acute trauma associated with backcountry skiing. (TD)

ED 430 749 RC 021 970

Fuentes, Nancy, Comp.
Native Education Resources for the Southwest Region.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Indian Culture; *American Indian Education; American Indian History; *American Indian Languages; Cultural Maintenance; *Educational Resources; Elementary Secondary Education; *Language Maintenance; Native Language Instruction; *Organizations (Groups); Periodicals; Professional Development; Technical Assistance; Tribes
IDENTIFIERS- Endangered Languages; *Native Americans; Southwest Educational Development Laboratory

A companion to a 1997 national directory, this southwestern regional directory focuses on resources for educators of K-12 American Indian students in Arkansas, Louisiana, New Mexico, Oklahoma, and Texas. Organized by subject or type of resources available, each entry lists the name of the organization or project, contact information, and a brief description. The resources in the languages and language education section are general and not specific to particular languages or tribes. The section on art, culture, heritage, and history includes museums and similar institutions. Youth fellowship resources include

ED 430 765 RC 021 996

Lawrence, Barbara Kent
Working Memory: The Influence of Culture on Aspirations.
PUB DATE- 98
NOTE- 464p.; Ph.D. Dissertation, Boston University Dissertation of the Year, 1998, National Rural Education Association. Photographs and figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Academic Aspiration; Case Studies; Consolidated Schools; Cultural Context; *Cultural Influences; *Culture Conflict; Educational Attitudes; Elementary Secondary Education; Ethnography; High Risk Students; Holistic Approach; Local History; Postsecondary Education; *Rural Environment; Rural Schools; *School Community Relationship; Small Schools; *Sociocultural Patterns; State History
IDENTIFIERS- *Maine (Tremont)

There is an immense gap between the success that Maine's elementary school children achieve on national tests and the rate at which they go on to postsecondary education. This gap is not explained by Maine's low per capita income. Maine's homogeneous population created a culture valuing hard work, independence, pragmatism, family, community, tolerance of eccentricity, and love of the land, yet displaying characteristics of "peasant" society such as fatalism, pettiness, and insularity. Children are taught to respect adults, work hard, and graduate from high school, but the culture does not value postsecondary education. The state's history also impacts its educational system. Into the economic void resulting from the Civil War came paying guests searching for a romantic vision of Maine. Some visitors had different values and made local people serving them feel inferior, a pattern that continues. This dissertation examines the influence of culture and individual and collective histories on academic aspirations through an ethnographic case study of the small town of Tremont on Mount Desert Island, a resort area of rural Maine. Chapters discuss (1) research methods; (2) the development of self and aspirations; (3) the culture and history of Tremont, Maine, and the conflict between native and dominant cultures; (4) the history of Maine; (5) a portrait of Tremont; (6) schooling on Mount Desert Island; (7) the Tremont community and elementary school; (8) students' transition to the consolidated high school; (9) interviews about factors that influence student decisions about postsecondary education; and (10) conclusions and parallels to other rural experiences. An epilogue offers suggestions that build on the strengths of Tremont's people. Appendices describe the Student Aspirations Survey and present survey results. Contains tables, figures, charts, photographs, and 189 references. (Author/TD)

ED 430 766 RC 021 997

Colangelo, Nicholas; Assouline, Susan G.; New, Jennifer K.
Gifted Education in Rural Schools: A National Assessment.
PUB DATE- 99
NOTE- 77p.; Contains photographs and graphics that may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Historical Materials (060),Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility

ED 430 781 SE 062 482

MATHCOUNTS School Handbook: Math Is Not a Spectator Sport, '98-'99.
PUB DATE- 98
NOTE- 133p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Competition; *Creative Thinking; *Investigations; Junior High Schools; *Mathematics Activities; *Mathematics Education

MATHCOUNTS is a national coaching and competition program designed to stimulate 7th- and 8th-grade students' interest and achievement in mathematics. Teachers and volunteers coach students beginning each fall and continuing throughout the year. Participating schools can select individuals or four-person teams to compete in on-site competitions. Students compete in local meets in February, winners progress to state contests in March, and the top four scorers and top coach at the state competition represent their state at the national finals in May. Each year the MATHCOUNTS question writing committee selects and announces a special topic designed to stimulate student interest in mathematics. The special topic for the 1998-99 MATHCOUNTS program is Investigation and Exploration. This book provides detailed information about the competition, activities, and suggested workouts that can be completed in the coaching program. Contains 21 references. (ASK)

ED 430 782 SE 062 496

Coxford, Arthur F.; Fey, James T.; Hirsch, Christian R.; Schoen, Harold L.; Burrill, Gail; Hart, Eric W.; Watkins, Ann E.
Contemporary Mathematics in Context: A Unified Approach. Implementing the Core-Plus Mathematics Curriculum.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 98
NOTE- 64p.; "With Mary Jo Messenger and Beth Ritsema."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; High Schools; *Mathematics Curriculum; *Mathematics Instruction; Program Descriptions; Program Implementation
IDENTIFIERS- *Core Plus Mathematics Project; NCTM Curriculum and Evaluation Standards; NCTM Professional Teaching Standards

Contemporary Mathematics in Context is a four-year, integrated mathematics program developed by the Core-Plus Mathematics Project (CPMP) at the Everyday Learning Corporation. The program features student and teacher materials for a three-year core curriculum for all students as well as a fourth-year course continuing the preparation of students for college mathematics. The materials were designed to implement the vision of high school mathematics as portrayed in the National Council of Teachers of Mathematics (NCTM) Curriculum and Evaluation Standards for School Mathematics and Professional Standards for Teaching Mathematics. This booklet provides an overview of the curriculum, presents information about the implementation the curriculum, and offers suggestions for managing the classroom activities and assessment. (ASK)

ED 430 804 SE 062 589

Arismendi-Pardi, Eduardo Jesus
What Is Ethnomathematics and Why Should We Teach It? Crossing Cultures: Communicating through the Curriculum.
PUB DATE- 99
NOTE- 18p.; Paper presented to the National Conference of the Center for the Study of Diversity in Teaching and Learning in Higher Education (San Diego, CA, April, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Awareness; *Cultural Enrichment; *Curriculum Development; *Ethnography; Higher Education; Learning Strategies; *Mathematics Instruction; Teaching Methods
IDENTIFIERS- *Ethnomathematics

This paper defines ethnomathematics and reviews the methods used to incorporate this philosophy into the current teaching of mathematics. Ethnomathematics rejects inequity, arrogance, and bigotry while challenging the Eurocentric bias that denies the mathematical contributions and rigor of other cultures. A review of the literature shows that the teaching of ethnomathematics will bring awareness to students that Europe is not now nor was it ever the center of civilization. Ultimately, this method will present an accurate history of mathematics, use a variety of examples to solve problems from a variety of cultures, and recognize that learning mathematics is a unique process for every individual. (CCM)

ED 430 805 SE 062 591

Packard, Becky Wai-Ling; Wong, E. David
Future Images and Women's Career Decisions in Science.
PUB DATE- 99
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Choice; Decision Making; *Females; Higher Education; Life Satisfaction; Life Style; *Mentors; Role Models; *Science Careers; Science Interests; Social Desirability; *Student Attitudes

This report presents a working model of how future images influence women's career decisions in science. Based on interviews with college women (n=18) who invested at least two years in college science, the nature and source of women's conflicting future images, or clash of future selves, when considering science careers is described. Women identified three kinds of clashes: (1) type of person; (2) lifestyle choices; and (3) purpose of science work. The source of these clashes was the discord between the images projected by people in the field and students' desired future images. Students questioned whether they were in the right field because they were unable to identify images that were consonant with their desired future images. Specifically, the students' positive image of being "collaborative" clashed with the field's negative projected image of being "competitive", the positive image of "combining family and career" clashed with the

ED 430 828 SO 029 547

Altman, Linda Jacobs
Forever Outsiders: Jews and History from Ancient Times to August 1935. Holocaust Series, Book 1. First Edition.
PUB DATE- 98
NOTE- 83p.; Foreword by Dr. Michael Berenbaum. For all eight volumes in this series, see SO 029 547-554.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Ancient History; *Anti Semitism; Elementary Education; Ethnic Groups; Foreign Countries; *Jews; *Judaism; Multicultural Education; *Nazism; Religious Discrimination; *Social Studies; World History
IDENTIFIERS- Germany; *Holocaust

There are eight volumes in this series on the Holocaust. Volumes 1-6 recount the history of the Jewish people in various year groupings: (1) "Ancient Times to August 1935"; (2) "September 1935 to December 1938"; (3) "January 1939 to December 1941"; (4) "January 1942 to June 1943"; (5) "July 1943 to April 1945"; (6) "May 1945 and After." Volumes 7 and 8 provide resources for further study: (7) "A Collection of Primary Sources"; and (8) "A Comprehensive Listing of Media for Further Study." The volumes were designed and written to educate the juvenile reader. They contain chronologies, glossaries, source notes, a list of references for further reading, a bibliography to support the historical narrative, and numerous photographs. This volume one begins the history of the general exclusion of the Jewish people. Its introduction is entitled "No one left to speak for me", a quotation taken from the German clergyman Martin Nirmoller. The chapters of volume one arranged chronologically, as follows: (1) "1800 B.C.E.-500 C.E. The Chosen People'"; (2) "500 C.E.-1550 C.E. Do You Wish to Convert?'"; (3) "The 1500s-1800s Freedom and Fear"; (4) "1900-1923 Unsettled Times"; (5) "1923-1929 Upstarts and Rebels"; and (6) "1930-August 1935 The Gathering Storm." A chronology of the Jewish people from 70 C.E. to September 1935 is presented, as well as a chronology of the Holocaust from 1933-1945. (EH)

ED 430 829 SO 029 548

Sherrow, Victoria
Smoke to Flame: September 1935 to December 1938. Holocaust Series, Book 2. First Edition.
PUB DATE- 98
NOTE- 83p.; Foreword by Dr. Michael Berenbaum. For all eight volumes in this series, see SO 029 547-554.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Anti Semitism; Elementary Education; Ethnic Groups; Foreign Countries; *Jews; *Judaism; Multicultural Education; *Nazism; Religious Discrimination; *Social Studies; World History; *World War II
IDENTIFIERS- Germany; *Hitler (Adolf); *Holocaust; Italy

There are eight volumes in this series on the Holocaust. Volumes 1-6 recount the history of the Jewish people in various year groupings: (1) "Ancient 1935"; (2) "September 1935 to December 1938"; (3) "January 1939 to December 1941"; (4) "January 1942 to June 1943"; (5) "July 1943 to April 1945"; (6) "May 1945 and After." Volumes 7 and 8 provide resources for further study: (7) " A Collection of Primary Sources"; (8) "A Comprehensive

ED 430 848 SO 029 704

Flavin-McDonald, Catherine; McCoy, Martha L.
Facing the Challenge of Racism and Race Relations: The Busy Citizen's Discussion Guide. 3rd Edition.
PUB DATE- 97
NOTE- 43p.; For a related guide, see SO 029 703.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Citizenship Education; *Community Action; Community Involvement; *Community Problems; Discussion Groups; Learning Activities; *Racial Bias; *Racial Relations; Social Problems

This discussion guide is designed to help students engage in the kind of dialogue about racism and race relations that can make a difference in their community. In study circles (small-group, democratic, participatory discussions), students have the chance to get to know one another, consider different points of view, explore disagreements, and discover common ground. In these community-wide study circle programs, in every region of the country, study circle organizers are showing the power of combining dialogue and action. People from all races and ethnicities are working together to make strides on difficult race-related issues, such as, bias crime, community-police relations, race relations among young people, diversity issues, and connecting citizens to governance. Discussion materials are: (1) "Race relations and racism: Experiences, perceptions, and beliefs"; (2) "Dealing with race: What is the nature of the problem?"; (3) "What should we do to make progress on race relations?"; (4) "What kinds of public policies will help us deal with race relations?"; and (5) "How can we move from words to action in our community?" Additional sections address how to use this guide. This discussion guide, used primarily for community study groups, could be used in the secondary social studies classroom to initiate discussions on the history of racism, conflict resolution, and citizen participation in the community. (BT)

ED 430 849 SO 029 705

Colombia, Many Countries in One: Economic Growth, Environmental Sustainability, Sociocultural Divergence and Biodiversity. Profile and Paradox. Volumes I and II. Fulbright Hays Summer Seminars Abroad 1997 (Colombia).
SPONS. AGENCY- Center for International Education (ED), Washington, DC.
PUB DATE- 97
NOTE- 416p.; Some pictures may not reproduce well.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Area Studies; *Curriculum Development; Elementary Secondary Education; *Environment; Environmental Research; Foreign Countries; Higher Education; Social Studies; Sociocultural Patterns; *Sustainable Development
IDENTIFIERS- *Biological Diversity; *Colombia; Environmental

ED 430 869 SO 030 514

Paulston, Rolland G.
Mapping the Postmodernity Debate in Comparative Education Discourse. Occasional Paper Series.
PUB DATE- 98
NOTE- 33p.; Some pages may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Comparative Education; *Educational Philosophy; Educational Theories; Higher Education
IDENTIFIERS- *Postmodernism

This document defines the most important characteristic of postmodernism as an ontological shift from an essentialist view of one fixed reality to an anti-essentialist view where reality resists closure and consists of multiple diverse truths positioned amid continuous conflict. Five knowledge communities, based on postmodernist notions, and their advocates have made significant contributions to the field of comparative education. These contributory notions include: (1) postmodern deconstruction; (2) semiotic society; (3) radical alterity; (4) social Cartography; and (5) reflexive practitioners. After discussing each knowledge community and its chief educational advocates, the last position to be the most productive stance for comparative educators is proposed. It is suggested that reflexive practitioners are well positioned to compare and map multiple interpretations of social and educational life, and become cognizant of views from the margins. For this reason, reflexive practitioners may envision appropriate options for action and enlarge the scope of vision and diversity within the educational milieu. (Contains 55 footnotes.) (MM)

ED 430 870 SO 030 563

Eddy, Robert, Ed.
Reflections on Multiculturalism.
PUB DATE- 96
NOTE- 225p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cultural Differences; *Cultural Pluralism; *Ethnic Relations; *Minority Groups; *Multicultural Education; Social Problems
IDENTIFIERS- Classical Hollywood Films; Dialogic Communication; *Educational Issues; Theoretical Orientation

This book convincingly shows that the United States should adopt multiculturalism so that it doesn't become monoculturally provincial in a global society, and so that it can survive in the twentieth century as a democratizing force rather than a future Bosnia. The book is divided into two sections: (1) "Theories and Issues in Multiculturalism"; and (2) "Multicultural Dialogicalism: Personal Examples." Essays are as follows: (1) "Getting it: Multiculturalism and the Politics of Understanding" (Dennis Fischman); (2) "Metaphor, Language, Games, Cultures" (Eric Hyman); (3) "Shattered Images: From Consensus to Contention in Classic American Film" (Sam B. Girgus); (4) "Literacy, Culture, and the Colonial Legacy" (Victor Villanueva, Jr.); (5) "The Mulatto in American

ED 430 890 SO 030 621

Social Studies Curriculum Framework: First Draft. New Jersey Social Studies Curriculum Framework.
PUB DATE- 98
NOTE- 235p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; *Curriculum Development; Elementary Secondary Education; *Public Schools; Readiness; *Social Studies; State Curriculum Guides; *State Standards; Student Educational Objectives
IDENTIFIERS- *New Jersey

This extensive draft of a social studies curriculum framework for New Jersey elementary and secondary schools is divided into three broad sections: (1) "Introduction/Statement of Purpose"; (2) "Guiding Principles"; and (3) "Teaching to the Standards." The framework is based upon the nine approved social studies content standards and the six cross-disciplinary workplace readiness standards. The social studies standards focus on democratic citizenship and government, historical understanding of New Jersey, the United States and the world, and geography and environmental studies. Proposed activities and vignettes for the nine social studies standards are included. The framework is not a mandated social studies curriculum, nor is it a "how-to" manual for the implementation of the standards. Suggested activities accompany the chapters and describe rather than prescribe instructional practice that is aligned with the standards. Each chapter begins with an overview of the core understandings covered by each standard and a sequence that traces the major concepts and themes students must grasp as they progress from kindergarten through twelfth grade. A resources section at the end of each activity directs teachers to the kinds of materials that are available for curriculum development, lesson planning, and enrichment. The range of grade levels for each activity can be determined by referencing the standards framework for each standard. Indicators are listed by number and are arranged by range of grade levels. (BT)

ED 430 891 SO 030 622

New Mexico Social Studies Content Standards and Benchmarks, 1997.
PUB DATE- 97
NOTE- 53p.; For New Mexico Arts Standards and Benchmarks, see SO 030 623.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; Benchmarking; Civics; Economics; Elementary Secondary Education; Geography; Geography Instruction; History; History Instruction; *Public Schools; *Social Studies; State Curriculum Guides; *State Standards; Student Educational Objectives
IDENTIFIERS- *New Mexico

This guide to New Mexico social studies content standards and benchmarks provides a coherent structure to guide curriculum, instruction, and assessment. The first three content standards comprise the unifying concepts that were taken directly from New Mexico's Social Studies Competency Framework. These three content standards serve as the foundation for the more specific content standards that are organized under the six headings:

ED 430 910 SP 038 347

John, Martha Tyler; Norton, Robert; Burns, Suzanne
The Pollution and Reclamation of the Next Generation of Teacher Educators.
PUB DATE- 99
NOTE- 31p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Washington, DC, February 24-27, 1999). Page 22 contains smudged type.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; College Faculty; Higher Education; Portfolios (Background Materials); Power Structure; Preservice Teacher Education; Public Education; Self Esteem; *Teacher Educators; Teacher Empowerment; *Teacher Improvement; Teachers

High quality education for all students is promoted nationwide. University teacher educators must deal with reality as they provide instruction for prospective teachers. If schools and teachers are to improve, then college faculty must also improve. This must be a unified effort in which higher education institutions work with existing and new faculty to create an equitable situation. All parties in the educational system must work together to produce a more respectful, humane treatment of people involved in education. The key is to help systems self-organize and transform themselves. This paper examines what recent brain-based research says about professors' self-esteem and discusses how universities can intervene when teachers need better training. It examines influences that change idealistic new faculty members, noting how they relate to prospective teachers and focusing on: utilizing prior teaching experience; the effect of pecking order on college faculty; and economic rewards for college faculty. The paper discusses factors that can influence the societal view of teacher education (historical events, international changes, and national accreditation agencies). Finally, the paper discusses the need for faculty empowerment, emphasizing the need for clear, organized orientation; cleanup of the pecking order; cross-disciplinary research; sharing of faculty members' positive actions; more innovative techniques; an authentic task approach; action research; portfolio development; and technology use. (Contains 34 references.) (SM)

ED 430 911 SP 038 460

Tompkins, Loren; Mehring, Teresa A.; Hedstrom, Cora Z.; Switzer, Maggie
Teacher Supply and Demand in Kansas Public Schools. Twentieth Annual Survey.
PUB DATE- 99
NOTE- 119p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Administrators; Annual Reports; Elementary Secondary Education; Public Schools; *School District Size; School Districts; *Special Education Teachers; Tables (Data); *Teacher Supply and Demand
IDENTIFIERS- *Kansas

This annual report investigates Kansas' current teacher job

ED 430 929 SP 038 511

Flecknoe, Mervyn; Saeidi, Saeideh
Teacher as Inquiring Professional: Does This Help the Children To Raise Their Game? A Theoretical and Empirical Study; Preliminary Results.
PUB DATE- 99
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Action Research; Educational Improvement; Elementary Secondary Education; Foreign Countries; *Inquiry; Reflective Teaching; *School Effectiveness; *Teacher Effectiveness; Teachers; Teaching Skills
IDENTIFIERS- *Reflective Thinking

This report argues that the most effective way to raise academic achievement is for teachers to become inquiring professionals with action-research and reflective-thinking skills. The report defines effectiveness and examines the views of various stakeholders about what qualities they value in school, arguing that effectiveness is a complex concept and only researchers can measure it correctly. Other stakeholders are concerned with different qualities and not with effectiveness. The paper argues that teacher effectiveness must be improved in order to help children achieve more. Teachers are distracted by pressures put on them by other stakeholders with different priorities. The report examines literature on school effectiveness stability and concludes that effectiveness is unstable. It discusses different ways to restore effectiveness and notes a lack of convincing evidence for the effectiveness of externally generated initiatives. The report argues that a significant element of efforts to restore and maintain effectiveness must be the evidence-based practices of inquiring school teachers and administrators. Interviews with 35 teachers who completed a program at Leeds Metropolitan University to teach them action-research skills found significant obstacles to the school improvement effort. The report describes individual initiatives to raise students achievement, which tend to restore or maintain effectiveness. It concludes that such measures are likely to please many stakeholders whose priorities are not effectiveness. Interim recommendations for school improvement are included. Contains 49 references. (SM)

ED 430 930 SP 038 512

Gibson, Helen L.; Brewer, Lauren K.; Magnier, Jean-Marie; McDonald, James A.; Van Strat, Georgena A.
The Impact of an Innovative User-Friendly Mathematics Program on Preservice Teachers' Attitudes Toward Mathematics.
PUB DATE- 99
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Change; Attitude Measures; Elementary Secondary Education; Higher Education; *Mathematics Education;

ED 430 948 SP 038 532

Freeman, G.; Gum, M.; Blackbourn, J. M.
Proactive Approaches to Improving Outcomes for At-Risk Students.
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Academic Failure; Dropout Prevention; *Dropouts; Elementary Secondary Education; *Grade Repetition; *High Risk Students; Parent Participation; *Student Educational Objectives; Student Promotion; Students; Teacher Expectations of Students

This paper outlines two approaches for improving outcomes for students at risk for academic failure. Both take a systemic approach to the problem by focusing on how specific circumstances create a reality of failure for many students. One school analyzed factors related to retention/promotion decisions and determined that four factors directly affected eventual student success: teacher beliefs in student's ability to succeed with intervention, student maturational level, parent support, and academic ability. Prior to the review, they based retention on poor attendance, lack of reading skills, and/or lack of math skills. Another school system investigated student records to determine why students had dropped out over the past 10 years. They found that third grade and seventh grade were two hot spots that should be areas of concern for school staff. Approximately half of students who eventually dropped out were retained or had significant difficulty in third grade, and 90 percent of those who dropped out failed or experienced significant difficulty in seventh grade. Based on this information, local schools then developed and implemented strategies to enhance success and reduce the dropout rate, including grade level teams, block scheduling, success rooms, looping teachers, and an accelerated school model. (Contains 13 references.) Contains 13 references. (SM)

ED 430 949 SP 038 533

McCrea, Linda D.; Miller, Sandra L.
Connecting Vocational Preparation Today with Jobs of Tomorrow: Employment Longevity for Persons with Mental Impairments.
PUB DATE- 99
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Employer Attitudes; Employment Qualifications; *Job Skills; Learning Problems; *Mental Retardation; Special Education; Students; Teacher Attitudes; *Vocational Education

To adequately prepare students with mental impairments for community employment, their education must consider: perceptions held by their teachers, content of the curriculum, and quality of transitional services provided. Research shows discrepancies between the attitudes of special educators and of employers regarding the job skills that are needed for success. Special educators must modify training programs for students with mental impairments to incorporate job skills that employers consider critical. To develop a functional

ED 430 967 SP 038 553

Seng, Tan Oon; Seng, Seok-Hoon
Teaching Thinking for Engineering and Applied Science Students: A Cognitive Modifiability Approach.
PUB DATE- 97
NOTE- 20p.; Paper presented at the International Conference on Thinking (7th, Singapore, June 1-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Development; College Students; *Engineering Education; Foreign Countries; Higher Education; *Technology Education; *Thinking Skills
IDENTIFIERS- Feuerstein (Reuven); Mediated Learning Experience; Singapore

This paper shares a cognitive intervention approach to teaching thinking to first-year students in engineering and applied science courses in Singapore. The theoretical underpinnings of the Cognitive Modification Intervention (CMI) are based on Feuerstein's Theory of Structural Cognitive Modifiability. Embedded in this theory is the Theory of Mediated Learning Experience, which propounds that the quality of interaction between a learner and an intentional human play a significant role in the cognitive development of the learner. The design of the intervention includes a diagnostic approach for attacking cognitive deficiencies through self-awareness and metacognitive activities; cognitive modification through mediation learning; and bridging and use of thinking tools for effective transfer across academic and life situations. The study used four experimental and four control groups, with 18-20 students per group who participated in the intervention. Although the quantitative results of the pre- and posttests are not yet fully analyzed, the subjective experience of the mediator and qualitative feedback from the participants are encouraging. The results lend support to the school of thought that thinking can be taught and that intelligence is modifiable. (SM)

ED 430 968 SP 038 554

Hooper, H. H., Jr.
Restructuring the Schools Learning Arrangement into Communities.
PUB DATE- 99
NOTE- 17p.; Paper presented at the Annual Meeting of the Center for the Study of Small/Rural Schools (8th, Memphis, TN, March 25-27, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperative Learning; Elementary Education; Equal Education; *House Plan; *School Size
IDENTIFIERS- Learning Communities

During the 1997-98 school year, a large elementary school in the Kansas City area began to research the community learning arrangement within schools. In the early part of the second semester, teachers completed an anonymous survey in which they displayed overwhelming support for the change. Five community learning groups were established and teachers were randomly selected to serve in the communities. Each of the communities

ED 430 987 TM 029 813

Falk, Beverly; Ort, Suzanna Wichterle; Moirs, Katie
Using Classroom-Based Assessment on a Large Scale: Supporting and Reporting on Student Learning with the Early Literacy Profile.
PUB DATE- 99
NOTE- 49p.; Paper presented at the Annual Meetings of the Association for Supervision and Curriculum Development (San Francisco, CA, March 6-9, 1999) and the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Standards; Educational Assessment; Educational Trends; *Emergent Literacy; *Performance Based Assessment; Primary Education; Profiles; Research and Development; State Programs; *State Standards; Test Reliability; Test Validity; Testing Programs
IDENTIFIERS- Large Scale Programs; *New York

This paper describes the development work and research findings of an initiative to create a statewide literacy assessment in New York to inform teaching and learning and report on group performance trends. The Early Literacy Profile (ELP) is a classroom-based, standards-referenced performance assessment for students in the primary grades organized around four purposes for language use: information and understanding, literary response and expression, critical analysis and evaluation, and social interaction. Studies were conducted to see how well the ELP meets these purposes. In 1997-98, 63 teachers representing 19 schools piloted the ELP with approximately 1,215 students in grades 1 to 3. The ELP was evaluated for construct validity, content validity, student performance, and criterion validity. These evaluations found the ELP to be a valid assessment of literacy progress that is technically strong in that it effectively discriminates levels of student performance and can be scored reliably. Evaluations also found the ELP to be instructionally useful. One of the most powerful findings of the studies was the degree to which teachers reported the ELP to be supportive of their teaching and their students' learning. (Contains 9 tables and 58 references.) (SLD)

ED 430 988 TM 029 814

Flowers, Claudia P.; Hancock, Dawson R.; Joyner, Rowanne E.
Enhancing Students' Motivation To Learn by Matching Conceptual Level with Instructional Type.
PUB DATE- 99
NOTE- 7p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Educational Technology; Group Membership; Higher Education; *Instructional Effectiveness; Student Characteristics; *Student Motivation; Teaching Methods
IDENTIFIERS- *Conceptual Level; *Direct Instruction

The main effects and interactions of a teacher's instructional methods (direct/nondirect) and students' conceptual levels

ED 431 008 TM 029 840

Achilles, C. M.; Sharp, Mark; Finn, J. D.
Pupil-Teacher Ratio (PTR) and Class Size: What Is the Difference?
SPONS. AGENCY- Spencer Foundation, Chicago, IL.
PUB DATE- 98
NOTE- 15p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 5-7, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Class Size; Educational Research; Elementary Secondary Education; Outcomes of Education; *Teacher Student Ratio

The term "class size" refers to the number of students who regularly appear in a teacher's classroom and for whom that teacher is primarily responsible and accountable. "Pupil-teacher ratio" (PTR), in contrast, is an estimate commonly computed by dividing the number of students at a site by the number of professionals who serve or work there. These professionals might include special teachers, counselors, media personnel, or other categories of school workers. Research has established that small class size influences educational outcomes favorably, and that PTR has little influence on outcomes. Further research is needed to explain why this should be so. However, when questions about PTR are removed from the analysis, it is evident that teachers in small classes are responsible and accountable for the learning outcomes of students in their classes. (Contains 1 table and 14 references.) (SLD)

ED 431 009 TM 029 841

Achilles, C. M.; Egelson, Paula; Finn, J. D.
Teaching in Small Classes: What Is the Difference?
SPONS. AGENCY- Spencer Foundation, Chicago, IL.
PUB DATE- 98
NOTE- 23p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 5-7, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Class Size; Educational Research; *Instructional Effectiveness; Outcomes of Education; Performance Based Assessment; Portfolio Assessment; Primary Education; Teacher Student Ratio

Educational research has provided evidence about the effectiveness of small classes. Overall, research suggests that teachers in small classes find more time for individualized instruction, and that they find more opportunities for enrichment and curriculum changes. Most of the changes seem to have occurred because easing the constraints of a large class allowed the teacher to do what he or she was already inclined to do to improve instruction. The experiences of educators in Burke County (North Carolina) illustrate the advantages of classes of 16 to 18 students in the primary grades. Among other advantages is the ease of implementing a portfolio assessment

Mediated Communication; *Computer Uses in Education; Educational Change; Educational Technology; Elementary Secondary Education; Interaction; *Internet; *Technological Advancement; Users (Information)
IDENTIFIERS- Computer Users; Technology Implementation; *Technology Integration; Technology Role

In "The Invisible Computer," Donald Norman illustrates his theory of invisible computers turning into information appliances with examples of past inventions like the radio, automobile, and phonograph. Second generation computers have evolved as far as technology will allow. At the present time, the technology itself is the driving force behind the production of computers. Computers are being built for the technologists who favor the expansions of technology over ease of use. This phenomenon is described as the period of innovators, followed by early adopters (the first generation of users), late adopters, and laggards/skeptics. Educators belong to the late adopter category; due to high cost, little technological support, and inadequate strategies for integration, schools have lagged behind business in computer implementation. An alternative to the limited number of prepackaged educational software programs is gaining access to the Internet. Examples of how teachers can incorporate the Internet into their classrooms include e-mail, global classrooms, ask-an-expert, information collection, online field trips, and electronic publishing. Until computers become invisible or incorporated into everyday life, the Internet is the medium which will promote fluid interaction between machine and students. (AEF)

ED 430 555 IR 019 695

A Guide to Networking for K-12 Schools.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 121p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Computer Networks; Computer System Design; Design Requirements; Educational Development; Educational Planning; Educational Technology; Elementary Secondary Education; *Information Networks
IDENTIFIERS- Connectivity; *Networking; Northwest Regional Educational Laboratory

The purpose of this guide is to provide basic networking information and planning assistance for technology coordinators and others involved in building networks for K-12 schools. The information in this guide focuses on the first few steps in the networking process. It reviews planning considerations and network design issues facing educators who need to make intelligent decisions about constantly evolving technologies. Much of the document focuses on developing a sound, standards-based network infrastructure. Material is provided on selecting wire, designing a wiring plan, and related facilities issues. This primer enables the even the "non-techie" to (1) understand network building blocks, (2) ask the right questions and know where to find the answers, (3) identify resources for network planning and design, (4) insist on a system based on standards, and (5) better evaluate vendor proposals. Chapters one through five focus on learning about networks. Chapter six outlines survey forms. Suggested steps for developing the program are presented in Chapter 5. Chapter 6describes how the program can bring money into the library, the principles of successful partnerships, and ways that serving special populations can attract funding and partnerships to the library. Chapter 7 presents ideas for recruitment and retention of families, training family literacy tutors, developing a manual for tutors, and reaching families who cannot attend regularly scheduled events. Chapter 8 discusses using children's books for family literacy, and chapter 9 provides guidelines for evaluation. Chapter 10 is a brief afterword responding to the question, "How can libraries not be involved?" Nine appendices provide bibliographies and materials to help libraries get started or expand existing programs. (AEF)

ED 430 575 IR 057 355

Bertot, John Carlo; McClure, Charles R.; Rubin, Jeffrey H.
InFoPeople Surveys and Quarterly Statistics: Preliminary Findings. Stage I Report.
PUB DATE- 99
NOTE- 78p.; For Stage II Report, see IR 057 356.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Access to Information; Community Involvement; Cooperative Programs; Data Analysis; Graphs; *Internet; *Library Services; Program Evaluation; Programming; *Public Libraries; Questionnaires; State Libraries; State Programs; Surveys; Tables (Data); Users (Information)
IDENTIFIERS- Access to Technology; *California; California State Library

The purpose of the California State Library-sponsored project, InFoPeople, is to enhance access to information resources by providing points of public access to the Internet in public libraries throughout the state of California. This Stage 1 report represents an initial set of findings and issues related to the InFoPeople project and provides the current status of the evaluation project to date. Specifically, the report presents findings regarding: the reformatting of the quarterly and user surveys, including the development of scripts to migrate data from these surveys into analytical tools such as Excel; an analysis of data contained in these two surveys with a discussion of issues affecting how such data might be better collected, managed, and analyzed in the future; and results of surveys administered to InFoPeople site contacts and community partners. Thirty-four figures and tables present data. Appendices include copies of programming scripts, an outline of changes to the quarterly statistics database, and the library liaison and community partners survey questionnaires. (AEF)

ED 430 576 IR 057 356

Bertot, John Carlo; McClure, Charles R.; Ryan, Joe
The Importance of California Public Libraries in Increasing Public Access to the Internet: Findings from the InFoPeople Site Visits. Stage II Final Report.
PUB DATE- 99
NOTE- 112p.; For Stage I Report, see IR 057 355.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Access to Information; Community Involvement;

higher education institutions; a core purpose that involves enabling society to develop and maintain an understanding of itself and the world remains. Three areas of change for continuing education are suggested: examining and following the customer (student) care models effectively used by for-profit and corporate universities; more deeply examining the nature of knowledge; and making more explicit to students the academic mode of thinking are recounted. The four-pronged model of distance learning used by the Open University in order to illustrate the implications of incorporating change on individual students, the community and society is cited. It is concluded that by providing flexible, quality and low-cost education, mega-universities (that follow the distance learning model) are the institutions that will lead the future of university education. (SKF)

ED 430 596   JC 990 261

Eller, Ronald; Martinez, Ruben; Pace, Cynthia; Pavel, Michael; Barnett, Lynn
Rural Community College Initiative III. Building Teams for Institutional and Community Change. AACC Project Brief.
PUB DATE- 99
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Community Colleges; Cooperative Learning; *Economic Development; Geographic Regions; Interpersonal Competence; *Management Teams; Organizational Development; *Rural Areas; *Rural Education; *Teamwork; Two Year Colleges
IDENTIFIERS- Rural Community College Initiative

This Project Brief focuses on the Ford Foundation's Rural Community College Initiative (RCCI), which aims to help selected community colleges in distressed communities expand their capacity to increase access to postsecondary education and to foster regional economic development. RCCI is geared to specific geographic regions where communities face out-migration and stagnant or declining communities--the Southeast, Deep South, Southwest, Appalachia, and western Indian reservations. Included in this brief are a list of the 24 RCCI colleges, a description of RCCI's approach to team-building, and factors affecting team practice. These factors include: (1) durability; (2) people development; (3) teamwork; (4) communication; (5) planning functions; (6) systems thinking for change; (7) sustainability; and (8) innovation. Also listed are "lessons learned" in the development of strategies at different colleges: (1) valuing a team approach; (2) clarity of mission; (3) diversity of composition; (4) understanding institutional and community contexts; (5) ownership of processes and outcomes; (6) leadership; (7) experiential learning; and (8) connection to the academic core. RCCI pilot college teams fall into two general categories: college-based and community-based. Although approaches vary, they share the common principals of leadership, team composition, and organizational process. Finally, the brief includes guidelines for effective teams. Contains 18 references. (AS)

ED 430 597   JC 990 262

Kee, Arnold Madison
Campus Climate: Perceptions, Policies and Programs in Community

institutions that not only prepare students to transfer to other colleges, but also receive transfer students from other institutions as well. The article emphasizes the limited awareness of this transfer reciprocity, both on part of the general public and of policymakers. Cited are the results of a 1998 study that uncovered the existence of multiple transfer patterns. While 52% of the students followed the "typical" transfer path, another 13% attended two community colleges before enrolling at the university, 22% attended a four-year school before enrolling in a community college and then a university, and 13% of the students followed a different pattern. In addition, 8% of the university students enrolled concurrently at both a community college and a university. The article aims to communicate to policymakers the following points in understanding student transfer: (1) the transfer function or niche of community colleges is a complex function; and (2) the community college also serves students who already have a bachelor's degree or higher. To the general public, this article advises: (1) the two-year college is the transfer institution of choice for many students; and (2) attending a two-year college is a highly satisfactory experience for many students, including those students who have attended a four-year college. Table 1 summarizes institutional attendance patterns. Contains 14 references. (AS)

ED 430 616   JC 990 288

Ediger, Marlow
Teaching Community College English.
PUB DATE- 99
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Communication Skills; *Community Colleges; *Curriculum Development; Developmental Studies Programs; Educational Objectives; *English Instruction; Learning Strategies; Student Participation; Teaching Methods; Two Year Colleges

This report provides important criteria for the effective teaching of community college English. The following suggestions are presented to instructors in order to facilitate optimal student learning in college English courses: (1) present content in a meaningful manner, with emphasis on clarifying relevant facts, concepts, and generalizations; (2) develop and maintain student interest by selecting activities that engage the learner; (3) enable students to perceive the purpose in learning, and develop the awareness that motivation can be intrinsic as well as extrinsic (in environmental sources, such as grading, peer recognition, and teacher approval); (4) make adequate provisions for individual differences in the classroom, as students vary in purposes, interest, and personal goals. Another factor to consider in determining motivation is student involvement in extracurricular activities. A variety of methods should be used in the teaching of English, including a combination of lecturing, student input, discussion questions, established learning stations, reference materials, problem-solving, videotapes with quality objectives, and testing in order to measure goal attainment. Meaning, understanding, and interest are all powerful factors in learning, and will determine the level of student achievement in the classroom. Contains 10 references. (AS) programs with have been shown to have the best pay-off; and (3) colleges are providing training that is responsive to the changing pattern of job losses and of growing demand, with new programs in computers, health, and technology begin developed in 1996-97. Following an introduction about the workers served and how funds are used, the report discusses: (1) relevant program training with regard to graduates and leavers, industrial development wages, and job retention; and (2) responsive program training, including new and expanding programs, enrollment, and partnerships. Appended are data sources and glossary, program expansion and establishment in 1996-97, and private career school students by program. Contains 17 charts and tables. (AS)

ED 430 635 JC 990 317

Fall Enrollment & Staffing Report, 1998.
PUB DATE- 98
NOTE- 91p.; Prepared by the Education Services Division.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Basic Skills; *College Faculty; *Community Colleges; Distance Education; Educational Change; Educational Finance; *Enrollment; *Student Characteristics; Tables (Data); *Technical Institutes; *Two Year College Students; Two Year Colleges
IDENTIFIERS- *Washington Community and Technical Colleges

Seven areas were examined: (1) enrollment measurements are broken-down by FTEs, demographics, student purpose, funding sources, full and part-time status, and planned length of attendance, worthy to note is the 2% increase over fall 1997 enrollment; (2) under Student Demographics area, gender, disability, race and ethnicity, age, entering educational status, and family and employment status are examined, the racial composition of the student population is more diverse than that of the state as a whole; (3) selected program student characteristics looks at six types of students who were enrolled in special courses/programs, including worker retraining and distance learning; (4) enrollment at state supported programs -- academic, vocational, basic skills and development; types of state supported courses offered, and day and evening course enrollments are given--of the fall 1998 state-supported students, 26% were starting college for the first time; (5) similar information is provided for contract supported programs; (6) the staff section of the report looks at the teaching faculty, employment status, demographics, and FTEs; Full-time faculty provide 55% of all instruction in fall 1998, similar to 1997; and, lastly (7) the report examines each college by the same six areas used in the statewide examination. (VF)

ED 430 636 JC 990 320

New Directions in Education. Chancellor's Annual Report, 1995-96.
PUB DATE- 96
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; *Community Colleges; *Educational Finance; *Educational Policy; Educational Technology;

Community College's fiscal year 1998-1999. The budget contains a total of $59,751,098 in revenues and $61,697,515 in expenditures, a 5.29% increase. The deficit is due primarily to remodeling and outfitting of facilities at one of the campuses and deployment of a computing system for the college. The report contains four sections: (1) an introduction, which includes a chart of organization for Oakton Community College's District 535, principal officials, Oakton's goals and objectives, finance and accounting, capital resource requirement plans, financial outlook, budget procedures, and notes on preparation and conventions; (2) a budget section, offering comparisons and summaries of revenues and expenditures, a summary of fiscal year's 1998-1999 budget by fund, charts of organization, and comparisons of program costs and equipment expenditures; (3) a statistical section, outlining a history of actual and audited revenues and expenditures, comparisons of staff and faculty assignments, unit cost information, student enrollment information, reimbursable credit hours, histories of Illinois Community College Board credit hour grant rates, academic awards, tuition and fees charges, utility costs, tax rates, comparison of facilities and use, and student financial aid; and (4) an appendix, describing functional areas and programs, degrees and certificates, agenda items, and budget, and providing maps of the district and campuses, a glossary, and acknowledgments. (VWC)

ED 430 654 JC 990 342

Oakton Community College Community College District No. 535 Comprehensive Annual Financial Report for Fiscal Year Ended June 30, 1998.
PUB DATE- 98
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Community Colleges; *Educational Finance; Enrollment; Expenditures; Grants; Income; *Money Management; *Resource Allocation; School Demography; Statistical Analysis; Tables (Data); Taxes; Two Year Colleges
IDENTIFIERS- *Oakton Community College IL

This report provides financial data on Oakton Community College for the fiscal year ending June 30, 1998. The report is divided into four parts: (1) the introductory section, which includes letters from school officials, an organization chart, and a copy of a Certificate of Achievement for Excellence in Financial Reporting earned in 1997; (2) the financial section, consisting of a report of independent public accountants, basic financial statements, supplemental financial information, and a description of plant funds; (3) the unaudited statistical section, providing 13 tables concerning taxable property, revenues and expenditures, debts, student demographic statistics, property value, and miscellaneous statistics; and (4) the special reports section, containing detailed uniform financial statements, compliance reports, and grant information. Revenues for fiscal 1998 totaled $56,505,000, a decrease of 1.8% from the prior year. Local property taxes provided 42.8% of revenue; local, state, and federal support accounted for 20%; and student tuition and fees contributed 14.8%. Total expenditures for the year were $51,147,000, which was 1.4% higher than 1997. Instruction accounted for 43.8% of total expenditures, auxiliary enterprises consumed 21.5% of

Knowledge Level; Marital Satisfaction; Negative Attitudes; Questionnaires; *Young Children
IDENTIFIERS- *Emotions; Marital Discord; Sympathy
This study examined individual differences in young children's understanding of emotion and potential correlates in the domain of family experiences. Participating in the study were 49 children, ages 40 to 75 months from a predominately white, middle to upper class sample. Self-report questionnaires concerning the expression of emotion, management of marital conflict, and marital satisfaction were obtained from the mothers of children who had been given an assessment of their ability to label negative emotions and talk about hidden negative emotions. Children's facial expressions to the presentation of an emotionally evocative puppet vignette were also assessed. The results indicated that individual differences in children's understanding of negative emotions were related to specific dimensions of family experiences. The data provide support for the notion that specific family experiences are related to key aspects of early emotion understanding. (Contains 12 references.) (Author/KB)

ED 430 673 PS 027 575

Kondo-Ikemura, Kiyomi; Matsuoka, Yoko
The Characteristics of Attachment Styles in Japanese Students.
PUB DATE- 99
NOTE- 11p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Albuquerque, NM, April 15-18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attachment Behavior; *College Students; Foreign Countries; Higher Education; Interpersonal Relationship; *Significant Others
IDENTIFIERS- Japanese People; Romantic Relationship; *Security Classifications; *Security of Attachment
The purpose of this study was to clarify the characteristics of attachment styles in Japanese university students. Participating were 104 university students ranging in age from 18 to 26 years. Subjects completed the Experiences in Close Relationships (ECR) Scale, modified to include relationships in addition to romantic partners, and the Adult Attachment Scale (AAS). The findings suggested that students exhibited the same attachment styles in their most intimate relationship as they exhibited to people in general. On the ECR Scale, the preoccupied attachment style was not discriminated from the secure style. In comparison with the AAS, the preoccupied style on the ECR was not discriminated from the secure style on the AAS. Students showing the preoccupied attachment style on the ECR were securely attached as measured by the AAS. The incapability of discrimination between the preoccupied and the secure attachment style was partly due to the attachment style prototype based on behavioral patterns in American samples. (KB)

ED 430 674 PS 027 578

Jump, Vonda K.
Effects of Infant Massage on Attachment Security: An Experimental Manipulation.
PUB DATE- 99
NOTE- 13p.; Poster presented at the Biennial Meeting of the Society for Research in Child Development (Albuquerque, NM,

(1) "Three Billy Goats Gruff"; (2) "The Turtle and the Rabbit"; (3) "Nail Soup"; (4) "Johnny-Cake"; (5) "The Flying Contest"; and (6) "The Great Game in the Sky." Five of the stories are concerned with appreciating differences: (1) "Big City Mouse, Small Town Mouse"; (2) "Could Be Worse!" (3) "Monkey's and Rabbit's Bad Habits"; (4) "The Woman Who Wanted More Noise"; and (5) "The Lost Mitten with Tiny, Shiny Beads." Four of the stories involve music: (1) "The Four Musicians"; (2) "The Sparrow Who Couldn't Sing"; (3) "The King's Drum"; and (4) "The Nightingale." Contains story cards for each story, story sources, and 49 references. (KB

ED 430 693 PS 027 625

Stahl, Steven
Developing Internet Communication and Peer Support in a Statewide Child Care Community for Participants in a Child Development Associate (CDA) Training Program.
PUB DATE- 99
NOTE- 90p.; Ed.D. Applied Dissertation, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Child Caregivers; Community Development; Computer Mediated Communication; *Computer Uses in Education; Distance Education; Early Childhood Education; *Educational Technology; Group Discussion; Higher Education; *Internet; Interpersonal Communication; Pilot Projects; Professional Development; Questionnaires
IDENTIFIERS- CDA; *Child Development Associate; Learning Communities; Online Courses

This applied dissertation project was designed to improve communication systems among child care providers previously and currently enrolled in a statewide Child Development Associate (CDA) training program as a pilot project to promote communication among the statewide child care community as a whole. Communications systems within the CDA training program conducted on two-way audio, two-way video interactive television (ITV) throughout the state prevented students from collaborating fully with students at other sites, created problems with submission of assignments, limited support network development, and left camera-shy students and their perspectives unknown to students at other sites. At the program's end, enrolled providers had no cost effective and timely way to maintain communication and continue to develop a professional support network. The dissertation project involved the development of an online Internet Tutorial and an accompanying discussion board with an early childhood theme. Links to existing early childhood chat groups, discussion boards, and disability resources were provided. A face-to-face introductory computer/Internet session was developed that provided help for interested but inexperienced participants. The session included modules on discussion boards, listservs, downloading files, search engines, and netiquette. Evaluation findings indicated that widespread use of the discussion board was not evident; however, use of the tutorial resulted in individual users experiencing significant impacts in terms of connection to the early childhood community and access to resources. Users that benefited included both those who had home or work access to the Internet and those requiring public access to participate. (Six appendices include data collection instruments and data summaries. Contains 45 references.)

a study of the implementation of the 1989 United Nations Convention on the Rights of the Child in the United Kingdom (UK) and contrasts the U.K. approach with those adopted in other states, focusing on those at comparable stages of economic, social, and political development. Methods used in the study included a literature review of appropriate documents, such as summaries of U.N. Committee hearings and state party reports; questionnaires completed by staff of nongovernmental agencies and government officials; and follow-up telephone interviews. The report outlines arguments for the promotion of children's rights, explains the significance of the U.N. Convention, and identifies how the Convention can be used as a tool for implementing children's rights. The bulk of the report compares the approaches to reporting adopted in other countries and the measures put in place to support implementation of the Convention. The report examines recent developments in the U.K., draws out conclusions, and provides recommendations as to how positive approaches to reporting and implementation can be most effectively pursued within the U.K. References are listed throughout the report. (KB)

ED 430 712   PS 027 664

Myers, William; Boyden, Jo
Child Labour: Promoting the Best Interests of Working Children. Second Edition.
PUB DATE- 98
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Child Development; *Child Labor; *Children; Childrens Rights; Educational Change; Employment; Foreign Countries; Government Role; Individual Development; *Labor Legislation; *Public Policy; Resilience (Personality); Work Attitudes
IDENTIFIERS- Adult Child Relationship

In an effort to stimulate discussion and provide a tool for policymakers and practitioners in developing effective child-centered programs that protect children from hazardous and exploitative labor, this paper examines ways in which work can contribute to, as well as harm, children's development; it also aims to provide a conceptual framework for assessing whether work is helpful or harmful to children. The paper explains how involving working children themselves in policy and action to address their problems results in more effective action and contributes to children's development. Noting that treating working children as intelligent and resourceful, and developing solutions in conjunction with them, may strengthen their psychological development and ability to cope with difficulties, the paper maintains that child-centered action on child labor requires concerted action by governments to address poverty, provide quality education, and implement laws protecting children from abuse. Such action also requires public awareness-raising and changing attitudes so that employers and parents match children's responsibilities with their capacities; so that policymakers, practitioners, and consumers differentiate between developmental and harmful work; and so that working children's views are solicited and used. The paper concludes with a range of practical ways to ensure that any work that children do is safe and healthy for them and promotes their development. These include specific measures that employers can take, an enhanced role for trade unions in increased the privatization of a range of services that historically have been provided by government agencies, including adoption services. This issue brief of the Child Welfare League of America provides adoption professionals with information on the privatization of adoption services. Part 1 presents background information on privatization, including the general forms of privatization and the forces that have moved privatization forward in states and localities; this part also examines the role of monitoring, one of the key issues in privatization as a whole. Part 2 examines the privatization of adoption services, why public systems are motivated to privatize adoption, the special issues that may affect privatization of adoption, the privatization models that can be and are being utilized in adoption services, and the critical operational issues that must be addressed when privatization of adoption is being proposed and implemented. Part 3 addresses the relationship between privatization and managed care and discusses managed care in general and the differences between managed care approaches in the health care arena and in child welfare. This part also describes an effort in Kansas to blend privatization and managed care principles. Part 4 sets out recommendations for adoption professionals to use in participating in and shaping what are likely to be ongoing discussions about the use of privatization and managed care in child welfare. Contains 19 references. (KB)

ED 430 731 PS 027 685

Good, Linda A.
A Visit to Kindergarten No. 490 in Minsk, Belarus.
PUB DATE- 99
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Environment; Comparative Analysis; Cultural Differences; Educational Environment; Foreign Countries; Health Education; *Kindergarten; *Kindergarten Children; Preschool Curriculum; Preschool Education; *Preschool Teachers; Program Descriptions; Special Needs Students; Teacher Student Relationship; Teaching Methods
IDENTIFIERS- *Belarus

Although opportunities for sharing information about early childhood education increased with the disbanding of the Soviet Union in 1991, knowledge about how young children are cared for and educated in countries of the former Soviet Union remains limited. This report presents observations of a kindergarten class in Minsk, Belarus conducted through the auspices of Friendship Force, an international organization striving to promote peace through understanding. The report describes the facilities housing Kindergarten No. 490, including the building, classrooms, sleeping areas, bathrooms, and additional rooms. Also described are the children attending the program, the program staff, and the daily schedule and curriculum. Teaching methods are highlighted, with a focus on the kindergarten's unique approach to health education involving water treatments. The report further provides information on services for children with special needs, and on teacher training and compensation. The report concludes with a discussion of changes in the educational system since the dissolution of the Soviet Union and a comparison of programs for young children in Belarus and the United States. (KB) programs for American Indian students as well as other ethnic groups, programs that are tribe-specific, and some that are national and international in scope. Resources in the training, technical assistance, information, and support section include services targeted specifically to American Indians students and those that address all culturally and linguistically diverse students. State-focused resources provide services that cut across resource categories. The section on periodicals and publications presents 15 journals and monographs, as well as 15 publishers and distributors that offer books, curriculum materials, audiotapes, videos, and other audiovisual materials. Appendices list the tribes in each of the five states, with contact information, and give population figures for Native Americans in the five-state region. Contains an index. (TD)

ED 430 750   RC 021 971

Gaskell, Jane
Secondary Schools in Canada: The National Report of the Exemplary Schools Project.
PUB DATE- 95
NOTE- 305p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Books (010), Reports - Research/Technical (143)
DESCRIPTORS- Accountability; Collegiality; Education Work Relationship; *Educational Environment; Educational Policy; *Educational Practices; Educational Research; Faculty Development; Foreign Countries; *High Risk Students; School Community Relationship; *School Culture; Secondary Education; Secondary School Curriculum; *Secondary Schools; Student Attitudes; Student School Relationship; *Success
IDENTIFIERS- Canada; *Exemplary Schools Project (Canada)

The Exemplary Schools Project was a national cooperative project that identified successful Canadian secondary schools and analyzed their practices to suggest policy implications. Five issues were examined: the meaning and recognition of success; interactions between the school and its context; the influence of school structures, processes, and culture in fostering success; characteristics of student life in school; and services provided to at-risk students. From over 260 nominations, 21 diverse secondary schools were selected, including large urban schools, small rural schools, minority-language schools, and Aboriginal schools. A research team spent 20 days at each school gathering information, from which case studies, a national report, a video, and a resource archive were developed. Chapter 1 discusses challenges facing secondary education in Canada in the 1990s. Chapter 2 describes the origins of the project, research design, school selection process, data collected, and framework for analyses. Chapter 3 describes the 21 schools studied. Chapter 4 deals with the meaning of school in terms of attendance, discipline, grades, and the relationship between social and academic learning. Chapter 5 discusses issues related to the formal curriculum, especially what constitutes the core. Chapter 6 examines the school environment and how schools respond to diversity, gender issues, student power, and at-risk students. Chapter 7 explores teacher issues such as collegiality, professional development, teaching methods, and the influence of technology. Chapter 8 discusses parent involvement, partnerships with business and community, centralization, and school choice. Chapter 9 addresses the sharing of information, school accountability, and the relevance of research. Chapter 10 includes conclusions and implications for policy and practice. Two appendices list

(142)
DESCRIPTORS- *Academically Gifted; Economically Disadvantaged; Educational Assessment; Educational History; *Educational Needs; *Educational Research; Elementary Secondary Education; National Surveys; Rural Areas; *Rural Education; Rural Schools; School Community Relationship; School Size; School Surveys; *Small Schools; *Special Education

This report's introductory section notes that both rural and gifted education have received relatively little funding and national attention, and few studies have considered the two issues in tandem. As a first step in the process of strengthening the education of gifted rural students, this report assesses the current state of gifted rural education. Section 2 gives a brief history of rural education in America, noting that today's educational model is essentially a continuation of the common school movement of the mid-1800s, whose emphasis on standardized age and ability grouping resulted in consolidation efforts that are still ongoing. Section 3 recounts the history of gifted education; notes that it has continually been sabotaged by myths and stereotypes; and presents the latest two misconceptions, about the benefits of technology and higher standards. Section 4 reiterates the fact that there is little information of any depth regarding rural and gifted education and cites three recommendations for research into rural gifted education. Section 5 examines the variety of definitions of "rural," and the frustration this causes. Section 6 discusses the unique qualities of rural schools and their implications for gifted education. Sections 7 and 8 present survey results concerning school characteristics in the 20 most rural states, and gifted education practices and obstacles in rural schools. Section 9 proposes seven recommendations for providing effective programming for gifted rural students. Appendices present survey forms, related tables and figures, 71 resources, and 154 references. (TD)

ED 430 767   RC 021 998

Brownell, Carol, Ed.; Libby, Joan
New York City's Small Public Schools: Opportunities for Achievement.
SPONS. AGENCY- Annenberg Foundation, St. Davids, PA.
PUB DATE- 99
NOTE- 24p.; Other funding by the New York City Board of Education; Time Warner, Inc.; Aaron Diamond Foundation; Charles Hayden Foundation; Ford Foundation; The Chase Manhattan Foundation; Carnegie Corporation of New York; Stella and Charles Guttman Foundation; Viacom, Inc.; and Nippon Steel U.S.A., Inc. Photographs and map may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Diversity (Student); Educational Change; Educational Environment; Educational Practices; Elementary Secondary Education; *Outcomes of Education; Parent Participation; Participative Decision Making; Partnerships in Education; Public Schools; *School Community Relationship; *Small Schools; *Urban Schools
IDENTIFIERS- *New York City Board of Education; *New York Networks for School Renewal; Reform Efforts

In 1994, four New York City school reform organizations joined to form the New York Networks for School Renewal (NYNSR) and received the first Annenberg Challenge urban grant. NYNSR goals are to expand the number of small, excellent public schools in

ED 430 783 SE 062 524

Coxford, Arthur F.; Fey, James T.; Hirsch, Christian R.; Schoen, Harold L.; Burrill, Gail; Hart, Eric W.; Watkins, Ann E.
Contemporary Mathematics in Context: A Unified Approach. Core-Plus Mathematics Project: Scope & Sequence.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 98
NOTE- 15p.; "With Mary Jo Messenger and Beth Ritsema."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; High Schools; *Mathematics Curriculum; *Mathematics Instruction; Program Descriptions
IDENTIFIERS- *Core Plus Mathematics Project; NCTM Curriculum and Evaluation Standards; NCTM Professional Teaching Standards

Contemporary Mathematics in Context is a four-year, integrated mathematics program developed by the Core-Plus Mathematics Project (CPMP) at the Everyday Learning Corporation. The program features student and teacher materials for a three-year core curriculum for all students as well as a fourth-year course continuing the preparation of students for college mathematics. The materials were designed to implement the vision of high school mathematics as portrayed in the National Council of Teachers of Mathematics (NCTM) Curriculum and Evaluation Standards for School Mathematics and Professional Standards for Teaching Mathematics. Each course of Contemporary Mathematics in Context (CMIC) features "strands" of algebra and functions, statistics and probability, geometry and trigonometry, and discrete mathematics. These strands are connected within units by fundamental ideas such as symmetry, functions, matrices, data analysis, and curve-fitting. The strands are also connected across units by mathematical habits of mind such as visual thinking, recursive thinking, searching for and describing patterns, making and checking conjectures, reasoning with multiple representations, inventing mathematics, and providing convincing arguments. The strands are linked further by the fundamental themes of data, representation, shape, and change. Important mathematical ideas are continually revisited through these connections so that students can develop a healthy understanding of mathematics. Each of the first three courses of the CMIC curriculum consists of seven units and a culminating capstone experience. The final element of each course--the capstone--is a thematic, two-week, project-oriented activity that enables students to pull together and apply the important mathematical concepts and methods developed over the entire course. Unit titles for the three-year core curriculum for all students are presented in a table. Each of the four strands is divided into major categories, under which are found the mathematical topics addressed in CMIC. (ASK)

ED 430 784 SE 062 528

A Guide to Educational Materials about Agriculture. Teacher Research Guide.
PUB DATE- 98
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Education; Class Activities; *Educational Resources; Elementary Secondary Education;

negative projected image of "being childless and unbalanced", the positive image of scientific work as "contributing to society" clashed with the negative projected image of scientific work as done "for the money or sake of science". In order to help them work through these conflicts, the students turned to others for mentoring. As a consequence, some students pursued other fields while others shifted to different careers within the field, and a few took steps to redefine the field through creative uses of mentoring. Implications for further research on future images and mentoring are discussed. Contains 16 references. (Author/WRM)

ED 430 806 SE 062 592

Thomas, John P.
Influences on Mathematics Learning among African American High School Students.
PUB DATE- 99
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Black Students; Cultural Differences; Cultural Influences; Educational Attitudes; Ethnic Groups; *Ethnicity; Family School Relationship; *High School Students; High Schools; Higher Education; Learning Strategies; *Mathematics Achievement; Mathematics Education
IDENTIFIERS- *African Americans

The major purpose of this study was to determine if the influences of educational productivity factors on achievement and attitudes are the same for African Americans and other ethnic groups. Using Walberg's Educational Productivity Model as a framework, this study estimated the influence of home environment, quality and quantity of instruction, use of out-of-school time, peers, perceptions about the usefulness of mathematics in the future, and school socio-economic status on mathematical achievement and attitude outcomes for students of various ethnic backgrounds. Transcript and survey data representing the factors were collected from 10,001 students who participated in all of the first three waves of the National Longitudinal Study of 1988 (NELS:88). Regression analyses indicated that the relationship between educational productivity factors with both mathematics achievement and attitudes were no different for African Americans than for members of other ethnic groups. In addition, the analyses indicated that even though there were differences in mathematics achievement between African Americans and other ethnic groups, they were substantially diminished when differences in productivity factors with respect to ethnicity were controlled. (Author)

ED 430 807 SE 062 595

Gomez, Cristina; Steinborsdottir, Olof Bjorg; Uselmann, Linda
Student's Understanding of Rate of Change: The Use of Different Representation.
PUB DATE- 99
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

Listing of Media for Further Study." The volumes are designed and written to educate the juvenile reader. They contain chronologies, glossaries, source notes, a list of references for further reading, a bibliography to support the historical narrative, and numerous photographs. This brief book is second in this series on the Holocaust as it is recounted year by year. The reading level is intended for the juvenile reader. Using numerous photographs and essays, the history of Nazi persecution of the Jewish people in Italy and Germany is told in this volume. This volume two begins with an introduction is entitled, "Hypnotized," and tells of the rise of Adolf Hitler and the Nazi party. Chapters are presented chronologically and are entitled: (1) "September-December 1935 -- We Are Being Watched"; (2) "January-July 1936 -- Inhuman Indifference"; (3) "August-October 1936 -- Height of Shame"; (4) "November 1936-December 1937 -- It Won't Happen Here"; (5) "January-September 1938 -- Marching Boots Everywhere"; and (6) "September-December 1938 -- Why Are They Beating Us?" A chronology of the Holocaust from 1933-1945 is presented. (EH)

ED 430 830 SO 029 549

Sherrow, Victoria
The Blaze Engulfs: January 1939 to December 1941. Holocaust Series, Book 3. First Edition.
PUB DATE- 98
NOTE- 83p.; Foreword by Dr. Michael Berenbaum. For all eight volumes in this series, see SO 029 547-554.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Anti Semitism; Elementary Education; Ethnic Groups; Foreign Countries; *Jews; *Judaism; Multicultural Education; *Nazism; Religious Discrimination; *Social Studies; World History; *World War II
IDENTIFIERS- Germany; *Holocaust

There are eight volumes in this series on the Holocaust. Volumes 1-6 recount the history of the Jewish people in various year groupings: (1) "Ancient 1935"; (2) "September 1935 to December 1938"; (3) "January 1939 to December 1941"; (4) "January 1942 to June 1943"; (5) "July 1943 to April 1945"; (6) "May 1945 and After." Volumes 7 and 8 provide resources for further study: (7) " A Collection of Primary Sources"; (8) "A Comprehensive Listing of Media for Further Study." The volumes are designed and written to educate the juvenile reader. They contain chronologies, glossaries, source notes, a list of references for further reading, a bibliography to support the historical narrative, and numerous photographs. This brief book is third in this series on the Holocaust as it is recounted year by year. The reading level is intended for the juvenile reader. Using primary source material along with historical narrative, this volume explores the unique aspects and events in the period of the Holocaust between January 1939 and December 1941. This volume three begins with an introduction entitled "Fire and Sword" and tells of the growing anti Semitism by the Nazis and the Nazi plan for destruction of the Jews. Chapters are presented chronologically and are entitled: (1) "January-August 1939 -- A Long Night of Savagery"; (2) "August-December 1939 -- Close Your Eyes to Pity!"; (3) "December 1939-April 1940 -- The Soil Bleeds"; (4) "April-December 1940 -- We Shall Never Surrender"; and (5) "January-December 1941 -- A Huge Game of Death." A chronology of the Holocaust from 1933-1945 is presented. (EH)

Problems

This Fulbright Summer Seminar focused on the environmental challenge posed by Colombia's biodiversity and addressed the relationship between the last decade of Colombian economic development and the country's sociocultural situation, taking into account its historical background and the role of natural resources in a context of sustainable development. The seminar included an objective analysis Columbia's sociocultural and sociopolitical situation. Health conditions, education, living style, economy, geographical ecology and environmental aspects of Colombia's wealth were discussed in the academic portion of the seminar, along with the historical development of the country and its people. The traveling phase of the seminar included visits to three important regions: (1) the coffee producing areas located in central Colombia (to understand the traditional coffee culture); (2) the southwest part of the country (to study agricultural ecosystems and industrial development based on advanced technology); and (3) the Caribbean region (to become familiar with the ecological diversity of high mountains, deserts, coral areas, and mangrove swamps). Projects included: (1) " Costa Atlantica - Ninos de las Regiones de Colombia (Children in Colombia's Regions)"(Ana Maria Alfaro); (2) "Lessons on Colombia. Three Focus Lessons on Colombia for Middle School" (Joshua L. Fradel); (3) "Curriculum Project for the 1997 Colombia Fulbright-Hays Seminar" (Richard L. Gaulke); (4) "Women's Issues in Colombia: A Preliminary Bibliography" (Myra H. Jones); (5) "Curriculum Unit on Colombia: Politics and Biodiversity" (Charlotte P. King); (6) "The Romantic Force of Nature in Jorge Isaacs' 'Maria'" (Dennis A. Klein); (7) "Aging Across Cultures" (Sherry L. Loch); (8) "Curriculum Project" (Oneida J. Meranto); (9) "Food/Nutrition in Colombia" (Sister Denise M. Mollica); (10) "The African Presence in Colombia: Can National Identity Include Ethnic Identity?" (William R. Predmore); (11) "The Relationship between the New Constitution, Human Rights and Education" (Dennis J. Ritchie); (12) "Colombia: Model for the Study of Latin America in the International Baccalaureate Curriculum" (Barbara J. Schindler); (13) "A Latin American Case Study: Coffee Based Agriculture in Colombia" (Anthony C. Thoman); and (14) "A Resource Book for Reading/Visualizing Two Colombian Novels: 'Maria' by Jorge Isaacs and 'Love in the Time of Cholera' by Gabriel Garcia Marquez" (Barbara A. Welder). (BT)

ED 430 850   SO 029 707

The Social Studies Character/Citizenship Education Connection.
  Teaching Responsibility in the High School Social Studies
  Curriculum.

PUB DATE- 97
NOTE- 48p.; For related document, "Building a Foundation for Citizenship," see ED 394 866.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Citizenship Education; *Citizenship Responsibility; Civics; Economics; High Schools; Law Related Education; Political Science; *Public Schools; *Social Studies; State Curriculum Guides; United States History
IDENTIFIERS- *Character Education; North Carolina

This publication includes practical suggestions for emphasizing responsibility in social studies classes for grades 9-12, and

Literature" (W. Maurice Shipley); (6) "Representing and Negotiating Differences in the Contact Zone" (Min-Zhan Lu); (7) "The Accidental Culture: Disability and the Enduring Need for Closure" (James A. Helten); (8) "No Sentimental Education: An Essay on Transatlantic Cultural Identity" (Thomas Austenfeld); (9) "Chinese in America or Chinese-Americans: Building Multicultural Landscapes and Literacies" (An Lan Jang); and (10) "The 'Other' before Me: A Bicultural Dialogue" (Solange de Azambuja Lira and Arnold Gordenstein). (BT)

ED 430 871 SO 030 577

Louisiana Social Studies Content Standards. State Standards for Curriculum Development.
PUB DATE- 97
NOTE- 87p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Benchmarking; Civics; Economics; Elementary Secondary Education; Geography; History; *Social Studies; State Curriculum Guides; *State Standards
IDENTIFIERS- *Louisiana

This document presents guidelines for what every K-12 Louisiana student should know and be able to do as a result of studying the four core strands of the social sciences: geography, civics, economics, and history. Following introductory and explanatory information, the document is organized by strand. Each section begins with a focus paragraph that explains the strand's importance to the overall education of students. A standard statement gives a general description of the knowledge acquisition expectations. Specific benchmarks in each content area comprised by the strand are listed for grades K-4, 5-8, and 9-12. Charts, a glossary, references, and acknowledgements are included. (MM)

ED 430 872 SO 030 578

Louisiana Arts Content Standards. State Standards for Curriculum Development.
PUB DATE- 97
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Art Education; Benchmarking; Dance; Discipline Based Art Education; Elementary Secondary Education; *Fine Arts; Music Education; State Curriculum Guides; *State Standards; Theater Arts; Visual Arts
IDENTIFIERS- *Louisiana

This document presents guidelines for what every K-12 Louisiana student should know and be able to do as a result of studying the four strands of fine arts: dance, theater arts, visual arts, and music. Following introductory and explanatory information, the contents are organized by strand. Each section begins with a focus paragraph explaining the strand or discipline's importance to the overall education of students. A standard statement gives a general description of the knowledge

(1) "Continuity and Change in Society"; (2) "Individuals, Groups, and Institutions"; (3) "Civic Ideals and Practices, Power and Authority, and Governance"; (4) "Productivity, Distribution, and Consumption"; (5) "People, Culture, Places, and Environments"; and (6) "Global Connections and Technology." History, geography, civics and government, economics, and other social studies disciplines are addressed throughout the guide. When developing these standards, writing committees considered and appreciated the complexity of social studies issues including the integration of content, the nature and scope of history, the principles and values upon which the government was established, the understanding of the role of the individual in the U.S. economic system, and relationships to others around the world. The guide lists benchmarks under groupings for grades K-4, grades 5-8, and grades 9-12. (BT)

ED 430 892 SO 030 623

New Mexico Arts Content Standards and Benchmarks, 1997.
PUB DATE- 97
NOTE- 57p.; For New Mexico Social Studies Content Standards and Benchmarks, see SO 030 622.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Academic Standards; *Art Education; Benchmarking; Dance; Elementary Secondary Education; Music; Music Education; *Public Schools; State Curriculum Guides; *State Standards; Student Educational Objectives; Theater Arts; Visual Arts
IDENTIFIERS- *New Mexico

This guide to the New Mexico arts content standards and benchmarks provides a coherent structure to guide curriculum, instruction, and assessment. When developing these content standards and benchmarks for the arts, the writing committees considered and appreciated the importance of the arts to education. Some of the ideas and beliefs in the guide are that the arts, like science, are about discovery and invention; the arts, like mathematics, are about systematic divisions of time and space; the arts, like language studies, are about creativity, communication, and interpretation; and the arts, like sports, are about pushing to the limit for a singular achievement and working cooperatively to accomplish a goal. In this guide, the eight standards represent the four arts disciplines: (1) visual art, (2) dance, (3) theater/drama, and (4) music. Arts content standards and benchmarks in the guide are based on three unifying concepts: (1) learning in the visual and performing arts is grounded in production and performance; (2) learning in, about, and through the visual and performing arts develops imaginative, critical, and reflective thinking, as well as problem-solving skills; and (3) learning in, about, and through the visual and performing arts incorporates an understanding of cultural and historical contexts. The guide lists benchmarks under groupings for grades K-4, grades 5-8, and grades 9-12. (BT)

ED 430 893 SO 030 624

Hume, Helen D.
The Art Teacher's Book of Lists.
PUB DATE- 98
NOTE- 417p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

market. Data came from surveys of superintendents from all 304 unified school districts, special education directors, directors of teacher education programs, and college placement directors. The nine sections are (1) Historical Perspective, (2) Sources of Data, (3) Relevance of Each Data Source to the Interpretation of Teacher Supply and Demand, (4) Reporting Data, (5) Teacher Supply and Demand, (6) Administrator Supply and Demand, (7) Perceptions of Special Education Teacher Supply and Demand, (8) The Effect of District Size on the Availability of Teaching Applicants, and (9) Summary and Recommendations. There is a surplus of qualified job seekers in elementary and physical education. The supply of applicants for social studies, educable mentally handicapped, reading, and assistant principal positions is adequate. A serious shortage remains across most of Kansas for music teachers and counselors. There is a serious shortage of teachers for the hearing impaired, physically impaired, gifted, and behavioral disordered and a serious shortage of physical therapists. All other fields in both regular and special education share a slight shortage statewide. A very serious shortage of substitute teachers exists in all areas of Kansas. Shortages are not consistent throughout Kansas. Generally, smaller rural districts are at a disadvantage when trying to attract applicants. A set of 50 tables comprises the bulk of this booklet. (SM)

ED 430 912   SP 038 492

Paulston, Rolland G.
Comparative Education After Postmodernity. Occasional Paper Series.
PUB DATE- 99
NOTE- 43p.; Paper presented at the Annual Meeting of the Comparative and International Education Society (43rd, Toronto, Ontario, April 14-18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comparative Education; Foreign Countries; Foundations of Education; Higher Education; *International Education
IDENTIFIERS- *Comparative Method; *Postmodernism

This paper examines the postmodern challenge to how we have come to see, represent, and practice comparative and international education, beginning with the 1977 "State of the Art" special issue of the "Comparative Education Review" and up to the contributions of the Social Cartography Project at the University of Pittsburgh in 1998. The paper is organized around three questions: (1) how might a close reading of the relevant literature on the postmodernity debate be used to identify major positions or arguments? (2) how might these positions, or knowledge communities, be interrelated and mapped as sites in an intertextual field? and (3) using this heterotopia of conflicting views in one place, what might be reasonably concluded about the postmodern challenge of multiperspectivism and its impact on how comparativists might choose to construct and represent their world? (Author/SM)

ED 430 913   SP 038 495

Tabata, Yoshinori, Ed.; Griek, Lyckle, Ed.
Ensuring Opportunities for the Professional Development of Teachers. Innovation and Reform in Teacher Education for the 21st Century in the Asia-Pacific Region. Seminar Report

*Paraprofessional School Personnel; Preservice Teacher Education; *Preservice Teachers; *Student Teacher Attitudes; Teaching Methods

This study gathered information about the impact of mathematics courses designed for paraeducators enrolled in an Urban Preservice Degree Articulation in Teacher Education (UPDATE) program. The goal was for paraeducators to complete mathematics courses with a passing grade, to experience mathematics content using constructivist instructional approaches, and to improve their attitudes toward mathematics. During summer 1998, 22 UPDATE scholars enrolled in Algebra I, a precollege developmental mathematics course. After successfully completing this course, 21 of the paraeducators enrolled in Algebra II, another developmental course. During Fall 1998, 16 of the paraeducators who completed Algebra II enrolled in their first college-level mathematics course, Math for Early Childhood/Elementary Teachers. Researchers administered an attitudinal survey and an instructional strategy survey. Pre and post scores on the attitudinal survey were analyzed for any significant change in paraeducators' attitudes toward mathematics. The instructional survey was administered at the end of the course to collect information about teaching methods used and to learn how these methods impacted learning. A focus group suggested that the use of manipulatives, hands-on activities, and cooperative learning groups helped UPDATE scholars learn mathematics. The surveys suggested that the mathematics courses improved paraeducators' attitudes toward mathematics. All paraeducators received a grade of C or better in the three math courses. (Contains 16 references.) (Author/SM)

ED 430 931 SP 038 513

Storti, Janet
Short-Term Teacher Workshops: Examining the Assumption of Teacher-to-Student Transfer.
PUB DATE- 99
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Change; Attitude Measures; Elementary Secondary Education; *Faculty Development; Inservice Teacher Education; *Science Education; Science Teachers; Student Attitudes; Teacher Attitudes; Teacher Behavior; Teacher Improvement; *Teacher Workshops; Transfer of Training
IDENTIFIERS- National Aeronautics and Space Administration; Subject Content Knowledge; Teacher Knowledge

This study explored the feasibility of evaluating the effectiveness of learning transfer from National Aeronautics and Space Administration (NASA) short-term (1 day or less) workshops to the teacher and through the teacher to the student, focusing on attitude toward science, science-related behavior, and knowledge variables. Participants were 33 teachers of grades 3-9 from rural, suburban, and urban schools (public, private, and home schools) in six states. Teachers had attended 17 NASA off-site workshops in which aerospace specialists worked with workshop sponsors to plan program content. The objectives of the workshops were to enhance teachers' knowledge, experiences, and skills so they could use aerospace as a vehicle for improving student learning. Researchers collected survey data on teachers' attitudes, curriculum, teachers must address functionality (the key to which academic skills within a curriculum should be incorporated into a career education program). Since there is proven need for school curricula to be more relevant to the work world, educators must integrate the curriculum into community-based, work-related settings. Communication with employers is essential for enhancing transitions from school and focusing the curriculum toward jobs that exist within the community. This paper presents a five-step model that addresses this need by using transition services as a focal point to provide outcomes for both participating employers and student trainees. It includes outreach, job finding/market analysis, on the job training, followup, and evaluation. Special educators must remain consistent with the demands of the job market and employment programs, communicate with employers, focus the district's curriculum toward existing jobs, and become proficient in vocational training with an emphasis on employer-driven critical job skills. (Contains 11 references.) (SM)

ED 430 950 SP 038 534

Wilmore, Elaine L.
Benchmarking Teacher Education: What Can We Learn from the Military?
PUB DATE- 99
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Benchmarking; Elementary Secondary Education; Higher Education; Leadership Qualities; *Leadership Training; *Military Schools; Military Training; *Preservice Teacher Education
IDENTIFIERS- *Military Academy (West Point) NY

This paper examines how the United States Military Academy at West Point produces consistently high standards of quality, discussing what teacher education can learn from the military. West Point's mission is to educate and train the Corps of Cadets so that each graduate shall have the attributes essential to professional growth throughout a career as an officer in the U.S. Army. West Point faculty include those who are similar to tenured faculty, rotating faculty, and civilian professors. West Point has a highly competitive cadet selection process, and class sizes are small. Each cadet is evaluated through the Leadership Evaluation and Development Ratings System. Professors regularly conference about and with cadets, providing continuous monitoring and assessment. Professors of student teachers are strongly involved in supervisory and developmental activities. Administration is totally autocratic, there is an established procedure for everything, and there is no academic freedom. After the first academic year, cadets become team leaders and are eventually promoted to cadet officers and begin to train new cadets. West Point is competitive with other programs (e.g., state universities with ROTC programs, which are less expensive). West Point is doing many of the educational tenets that are research validated, but often are not feasible in teacher education (e.g., small class size, integrated instruction, mentoring, hands-on applications, and cohort groups of students). (Contains 8 references.) (SM)

ED 430 951 SP 038 535

Annual Report of the CDDS for 1998 Adopted by the Committee for had five grades (1-5) with the exception of one group which did not have a fifth grade. With the exception of three teachers, all teachers changed classrooms the last 2 days of the school year. Three teachers remained in the same classroom. The school year began with this arrangement, and several improvements were noted. Teachers found that discipline problems were overwhelmingly down, especially violent acts. There was an observed improvement in the social skills of all students. This paper also includes information from the research on school size, the school-within-a-school concept, and learning communities. (SM)

ED 430 969 SP 038 555

What Every Teacher Should Know. The National Board Certification Process. Q & A, 1999-2000.
SPONS. AGENCY- National Science Foundation, Arlington, VA.; Department of Education, Washington, DC.
PUB DATE- 99
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *National Standards; *National Teacher Certification; Teacher Competencies; Teacher Competency Testing; Teachers
IDENTIFIERS- *National Board for Professional Teaching Standards

This brochure explains the National Board certification process, helping teachers understand the process and suggesting ways for them to become involved in National Board certification even if a certificate for their area is not yet available or if they are not yet ready to pursue National Board certification. Section 1 explains what the National Board for Professional Teaching Standards (NBPTS) is. Section 2 describes what National Board certification is. Section 3 discusses the basis for National Board certification. Section 4 examines whether teachers will be rewarded if they achieve National Board certification. Section 5 lists which associations support the NBPTS. Section 6 explains what certificates will be available in the 1999-2000 school year. Section 7 discusses what will be expected of candidates for National Board certification. Section 8 discusses who is eligible to become certified. Section 9 explains the application process. Section 10 discusses the available financial assistance. Section 11 notes when teachers will learn the results of their work. Section 12 explains whether teachers can retake individual entries of exercises if they do not achieve National Board certification. Section 13 notes how long a National Board certificate is valid. Section 14 focuses on other roles for teachers who are not able to seek National Board certification right now. (SM)

ED 430 970 SP 038 556

Agnello, Mary Frances; Mittag, Kathleen Cage
Comparing Pre-Service Teachers' Attitudes toward Diversity: Internship and Student Teaching Experiences.
PUB DATE- 99
NOTE- 28p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (San Antonio, TX, January 21-23, 1999).
LANGUAGE- English

(high/low) on the students' motivation to learn academic course content were studied with 65 college students in an introductory educational technology class. Students completed a measure designed to indicate their conceptual level and received direct or nondirect instruction according to T. Cicchelli's classification (1983). There was no statistically significant interaction between instructional strategy and conceptual level on students' motivation to learn course content. On the contrary, there was a statistically significant main effect for instructional groups in that students in the nondirect instruction treatment, regardless of conceptual level, demonstrated much higher motivation levels than student exposed to direct instruction. (Contains 2 tables and 10 references.) (SLD)

ED 430 989 TM 029 815

Ireson, Judith; Hallam, Susan; Mortimore, Peter; Hack, Sarah; Clark, Helen
Ability Grouping in Schools: An Analysis of Effects.
SPONS. AGENCY- Economic and Social Research Council, Lancaster (England).
PUB DATE- 99
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability Grouping; *Academic Achievement; Foreign Countries; Grade 9; Instructional Program Divisions; National Competency Tests; Secondary Education; Secondary School Students; *Secondary School Teachers; *Teacher Attitudes; Test Results; Track System (Education)
IDENTIFIERS- England

This paper presents preliminary findings from a large-scale study of ability grouping in English secondary schools. Forty-five secondary schools representing three levels of grouping took part in the research. Within these schools, data have been collected from a cohort of Year 9 pupils, aged 13-14 years. All these pupils took tests in English, mathematics, and science as part of the national assessment. Test scores for these pupils at the end of Year 6 were collected retrospectively. Measures of self-concept, attitudes toward school and school work, social alienation, and truancy and exclusion from school were used to assess social and personal outcomes. The research also considers practices related to pupil grouping in school: (1) the allocation of pupils to groups; (2) the mechanisms for movement between groups; (3) classroom practices; and (4) teacher attitudes. Responses of approximately 800 teachers show that the grouping structures adopted in a school are related to teacher attitudes toward different types of ability grouping. Teachers tended to view teaching mixed ability classes as more difficult. Preliminary findings from the analysis of pupil attainment suggest that ability grouping does influence achievement, but this influence is not uniform across subjects. (Contains 26 references, 6 charts, and 5 tables.) (Author/SLD)

ED 430 990 TM 029 816

Hackbarth, Steven L.
Confluent Education, Multicultural Education, and New Standards for the 21st Century.

process. Observations and quantitative data support the expressed opinions of teachers that small classes have many advantages. (Contains 5 tables, 2 figures, and 14 references.) (SLD)

ED 431 010 TM 029 842

Achilles, C. M.; Finn, J. D.
Under-Understanding Solid Research.
SPONS. AGENCY- Spencer Foundation, Chicago, IL.
PUB DATE- 98
NOTE- 23p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (New Orleans, LA, November 4-6, 1998).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Class Size; Educational Research; Elementary Secondary Education; Outcomes of Education; *Teacher Student Ratio

This paper provides a summary of class-size research, most of it conducted since 1970. Points are presented as suggestions for policy, for use in schools, and as a basis for added research. Combining the results of various studies allows for some speculation about the possibilities for implementing small class size in the elementary grades. Research provides the basis for decisions about class size, but the wisdom and will to redirect educational policy cannot be communicated unless educators, leaders, and parents act to use what research has shown to improve schooling. Small classes for elementary school students constitute the "Individual Retirement Account" of education. (Contains 1 table and 58 references.) (SLD)

ED 431 011 TM 029 843

Walker, Cindy M.
The Effect of Different Pedagogical Approaches on Mathematics Students' Achievement.
PUB DATE- 99
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Constructivism (Learning); Item Bias; *Mathematics Achievement; *Middle School Students; *Middle School Teachers; Middle Schools; *Teaching Methods; *Test Items
IDENTIFIERS- Third International Mathematics and Science Study

The primary objective of this research was to examine the relationship between student achievement in mathematics and pedagogical approach used by middle school mathematics teachers in the United States who participated in the Third International Mathematics and Science Study. In this research, student achievement was explored at the item, rather than test, level with the thought that differences might be found only at this micro level. It was hypothesized that middle school mathematics students whose teachers utilized a more student-centered, or constructivist, pedagogical approach would have a higher probability of obtaining the correct answer to nontechnical considerations for making a network function well and serve its intended purpose. Appendices include a school networking needs analysis planning worksheet; sample wiring specifications; information on the OSI Seven-Layer Model; wiring guidelines for schools; snapshots of school networks; and networking resources for Northwest schools. Contains a bibliography and a glossary. (AEF)

ED 430 556 IR 019 696

Warren-Sams, Barbara
Closing the Equity Gap in Technology Access and Use: A Practical Guide for K-12 Educators.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 97
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Information; Computer Assisted Instruction; Computer Uses in Education; Educational Administration; Educational Planning; Educational Resources; *Educational Technology; Elementary Secondary Education; *Equal Education
IDENTIFIERS- *Access to Technology; Technology Plans

This guide provides information on how to provide equitable technology education. The first section, "Identifying Inequities in Technology," presents inequities in access, in type of use and in the curriculum. The second section, "Finding Solutions," describes a planning process to help educators tap the commitment to equity of individuals in the school or district, discusses how to address equity in a school plan, and emphasizes the need to collect information on computer laboratory usage and course enrollments. It also includes strategies for addressing inequities based in the author's review of the literature. The following section "Using Additional Resources" includes information on adaptive technology, funding, assessment of materials and programs, mentors, online equity sites, and technology mini-grants. The guide concludes with a glossary of terms, a bibliography, and checklists and data collection forms for easy duplication. (AEF)

ED 430 557 IR 019 697

Davis, Niki, Ed.; Prosser, Dominic, Ed.
Telematics for Teacher Training Project. Final Report.
SPONS. AGENCY- European Commission, Brussels (Belgium).
PUB DATE- 99
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Computer Assisted Instruction; *Computer Mediated Communication; Consortia; *Faculty Development; Foreign Countries; Higher Education; Information Technology; Institutional Cooperation; Instructional Innovation; Library Personnel; Staff Development; *Teacher Education; Telecommunications; Teleconferencing; Training
IDENTIFIERS- Europe; *Telematics

Telematics for Teacher Training (T3), as a European support action, has prepared the profession of European teacher

Cooperative Programs; Information Technology; *Internet; Interviews; *Library Services; Program Evaluation; *Public Libraries; Site Analysis; State Libraries; State Programs; Training; Users (Information)
IDENTIFIERS- Access to Technology; *California; California State Library; Site Visits

In less than five years, the California State Library-sponsored InFoPeople project connected 46% of California's public libraries to the Internet and established a highly regarded, sustained training program to assist librarians in taking advantage of the new networked resources and services. The primary objective of this Stage II report was to conduct site visits at selected InFoPeople public libraries in the various regional planning areas throughout the state. Findings from the site visits and interviews that are presented in this report cover the following areas: public access to the Internet at public libraries throughout the state; impact of InFoPeople training; utility of the community plan requirement; utility of the community partner requirement; key impacts on library users and communities; key impacts on library operations and services; impact of InFoPeople's "Librarian's Index to the Internet"; future high impact information technology applications for public libraries; next steps for leveling the public library information technology playing field; and InFoPeople operations and services. Issues and recommendations for future InFoPeople directions are also presented. Appendices include the schedule of onsite evaluation interviews, profiles of libraries visited, the letter scheduling onsite visit and requesting information, and a profile of InFoPeople. (AEF)

ED 430 577 IR 057 357

Humes, Barbara
Understanding Information Literacy.
PUB DATE- 99
NOTE- 7p.; Published as a six-panel, two-fold brochure.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Access to Information; Elementary Secondary Education; *Information Literacy; *Information Skills; Information Technology; Internet; Learning Strategies; Librarian Teacher Cooperation; Library Role; Teacher Role; Teaching Methods
IDENTIFIERS- *Resource Based Learning

This document defines information literacy (i.e., the ability to access, evaluate, organize, and use information from a variety of sources) and outlines reasons to be concerned about information literacy. It then summarizes the implications of information literacy for teaching, learning, schools, libraries and librarians, the workplace, and society and culture. (Contains 25 references.) (AEF)

ED 430 578 IR 057 358

Reppert, James E.
Case Study of a Hypothetical Higher Education Library Media Center.
PUB DATE- 93
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

Colleges. AACC Research Brief.
PUB DATE- 99
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; Cultural Differences; Diversity (Faculty); Diversity (Student); *Educational Environment; *Ethnic Relations; *Institutional Characteristics; Minority Groups; *Racial Bias; Racial Composition; *Student Characteristics; Tables (Data); Two Year Colleges
IDENTIFIERS- American Association of Community Colleges

In April 1997, the American Association of Community Colleges surveyed 1,450 community college presidents in order to find out the state of race and ethnic relations and diversity programming in community colleges. Respondents were asked to identify their campus climate, along a five-point scale, as "contentious" or "harmonious," and also to indicate the extent to which their campuses administer policies and programs that may affect institutional climate. Among the major findings were: (1) 57% of respondents agreed or strongly agreed on the importance of diversity programming in promoting participation and success of diverse groups of students; (2) more "harmonious" campuses tended to be large (more than 30,000 students), or located in rural areas, in southern regions, with higher percentages of minority students or faculty; (3) over 90% of responding institutions had grievance procedures for students, administrators, faculty, and staff to seek recourse for harassment based on racial or ethnic identity; (4) nearly four-fifths of respondents had student organizations that sponsor cultural events at least monthly, but less than half of the institutions use public forums to discuss race relations on a monthly basis; (5) 62% of respondents had a college official assigned to monitor on-campus race relations; (6) 59% of participating institutions offer credit courses that address ethnic and race relations, but only 35% offer noncredit courses in this subject. Tables illustrate the rating of campus climate at participating community colleges. (AS)

ED 430 598 JC 990 263

Giles, Ray, Ed.
Board Focus, 1997-1998.
PUB DATE- 98
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administration; *Administrator Responsibility; Administrators; Boards of Education; *Community Colleges; Educational Administration; Educational Finance; Educational Objectives; *Governance; *Trustees; Two Year Colleges
IDENTIFIERS- California Community Colleges

These four consecutive issues of the quarterly newsletter, "Board Focus," distributed by the Community College League of California, are dated spring, summer and fall 1997, and spring 1998. The spring 1997 issue discusses the "town vs. gown" conflict, which entails trustees balancing their obligations to operate the college on behalf of the community with the need to earn the respect and support of the faculty and administrators. The spring issue also advocates trustees as the community college officials most suitable to maintain relations with the

ED 430 617 JC 990 290

Lund, Nick L.
An Innovative University/Community College Partnership.
PUB DATE- 99
NOTE- 7p.; Paper presented at the Annual Meeting of the American Association of Community Colleges (Nashville, TN, August 7-10, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ancillary School Services; Associate Degrees; Bachelors Degrees; Community Colleges; *Economic Development; *Educational Change; Graduate Study; Higher Education; *Partnerships in Education; Professional Development
IDENTIFIERS- Arizona Western College; Northern Arizona University

In 1988, the Arizona Board of Regents, Legislature, and the State Board of Directors for Community Colleges approved an innovative partnership between Northern Arizona University (NAU) and Arizona Western College (AWC) in Yuma. The AWC/NAU partnership was designed to expand higher education opportunities in southwest Arizona. This document describes aspects of the partnership that contribute to its success, including: (1) cooperation in the development of campus services; (2) layering of campus services; (3) curricular articulation; (4) organizational reporting and management; (5) professional development; (6) operational agreements; (7) the Yuma K-20 consortium; and (8) fostering economic development. Under this partnership, AWC offers freshman and sophomore courses leading to associate's degrees, and NAU in Yuma offers junior and senior courses leading to baccalaureate degrees, as well as graduate programs at the master's and doctoral levels. Instruction is offered using both traditional and distance learning modes. NAU and AWC share the same campus, which is a factor different from most other educational partnerships of this type. A new academic building and computer lab co-operated by NAU and AWC are the most recent examples of shared space facilitated by the partnership. In the 10 years that the partnership has been running, NAU/AWC has graduated over 1500 students in Yuma with NAU bachelor's or graduate degrees. (AS)

ED 430 618 JC 990 296

Rudolph, John; Barnaart, Antoine; Smith, Mike
Entrepreneurial Aussies--Success in Tough Times.
PUB DATE- 99
NOTE- 10p.; Paper presented at the Annual International Conference for Community and Technical College Chairs, Deans, and Other Organizational Leaders (84th, Long Beach, CA, March 3-6, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; *Community Colleges; Demography; Entrepreneurship; Financial Support; Foreign Countries; Job Skills; *Job Training; Labor Force Development; Needs Assessment; *School Business Relationship; *Technical Education; Two Year Colleges; *Vocational Education
IDENTIFIERS- Northern Territory University (Australia); Victoria University of Technology (Australia)

*Governance; *Leadership; School Community Relationship; Teacher Effectiveness; *Technical Institutes; Two Year Colleges
IDENTIFIERS- *Alabama; Association of Community College Trustees

This report details achievements and progress of the Alabama State College System for the 1995-96 academic year. Included are introductory remarks from the Chancellor, and a report on state board's new partnership with the Association of Community College Trustees (ACCT). State board achievements in the areas of management and accountability are detailed, including establishment of operating procedures for board business meetings, development of temporary fiscal conservation guidelines, revision of auditing guidelines for two-year institutions, approval of an increase in out-of-state tuition charges, and development of an improved physical property inventory system. Also included is an overview of topics discussed at the Statewide Education Summit. The summit, convened in November 1995, brought together individuals from all levels of education, government, and the public and private sectors to discuss how to work together to improve education. Topics included competition in a global economy, academic standards, governance and accountability, funding, technology, teacher quality and competence, leadership, and citizen involvement. Appendices include profiles of Board members, listings of the counties and colleges served in each district, a map of the various districts, and contact information for each of the 33 colleges. (KM)

ED 430 637   JC 990 324

Retention in Washington Community and Technical Colleges. Research Report No. 97-3.
PUB DATE- 97
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Community Colleges; Educational Improvement; Minority Groups; *Outcomes of Education; Participant Satisfaction; *School Holding Power; Tables (Data); *Technical Institutes; *Two Year College Students; Two Year Colleges
IDENTIFIERS- *Washington Community and Technical Colleges

In fall 1996, Washington State developed a performance goals and indicators system in seven areas, including student retention, which is the focus of this report. Six indicators were developed for assessing student retention: (1) the percent of degree-seeking students who attend 4 or more quarters in a 2-year period; (2) percent of degree-seeking students who attend only one quarter and do not return in a 2-year period; (3) percent of students enrolled in a developmental class who progress to a college-level course in the same area; (4) number of credits taken in comparison to required courses; (5) percent of student graduating or completing within 3 years; and (6) hours completed by basic skills students. This report provides a review of the literature on student retention, describing the study of retention from the perspectives of cultural passage and cost benefit calculation. Strategies for increasing student retention are presented, focusing on those that assure that students perceive that the benefits of training outweigh the perceived cost, and that reach out to connect students to the college culture early in the students' tenure. Recommended strategies include transition strategies, such as orientation and career planning, and integration strategies, such as coordinated studies programs and active learning. The remainder expenditures, and administration accounted for 8.2%. (AS)

ED 430 655 JC 990 343

Gainous, Fred; Romine, Robert J.; Culverhouse, Renee; Kuzmicic, Jorge; Dahl, Debbie
Recommendations of the Chancellor to the Alabama State Board of Education for Implementation of the Report of the Task Force for Effectiveness Planning in Postsecondary Education.
PUB DATE- 99
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Community Colleges; Decentralization; *Economic Development; *Educational Planning; Educational Resources; Employment; *Governance; Instructional Effectiveness; Labor Force Development; Partnerships in Education; *Technical Institutes; Two Year Colleges
IDENTIFIERS- *Alabama

This report describes the 10 recommendations made by the Task Force for Effectiveness Planning in Postsecondary Education that were adopted by the Alabama State Board of Education in May 1999. Each recommendation in the report is accompanied by a rationale, implementation strategies, and legal/fiscal considerations to be taken into account. The 10 recommendations to be executed by the State Board of Education are to: (1) develop and execute a plan whereby every postsecondary two-year institution will become either a comprehensive community college, a branch of such a college, or close; (2) organize community colleges under eight college regions in order to enhance the cost effectiveness, capacity, flexibility, and responsiveness of the system; (3) establish regional workforce development boards to provide for regional planning and oversight of community college technical training resources and to create a direct link with local workforce and economic development requirements; (4) work with regional boards to ensure that workforce training is focused on statewide priorities and is responsive to local employer needs; (5) designate authority over the Alabama Community College System to the State Board of Education; (6) organize quality literacy training; (7) establish and oversee workforce development programs; (8) abolish tenure for all new hires; (9) facilitate and improve the transfer of state-of-the-art technical knowledge to business and industry; and (10) connect community colleges regionally and statewide through interactive video and data networks. (AS)

ED 430 656 JC 990 344

Middleton, Marla
An Analysis of an Office Technology Curriculum at the College Level.
PUB DATE- 96
NOTE- 224p.; Ph.D. Dissertation, University of Alberta.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- Administrators; Business; College Faculty; Community Colleges; *Curriculum Design; Decision Making; Educational Technology; Foreign Countries; *Office Automation; Professional Development; Program Evaluation; Program Improvement; *Secretaries; Thinking Skills; Two Year College Students; Two Year Colleges

April 15-18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attachment Behavior; Comparative Analysis; *Infant Behavior; *Infants; *Parent Child Relationship; Q Methodology
IDENTIFIERS- *Massages; Security Classifications; *Security of Attachment

The formation of attachments is an important phenomenon occurring in the realm of socioemotional development. This study examined the impact of infant massage on infants' subsequent attachment security. Fifty-seven mother-infant dyads (48 dyads from Head Start, 9 from the community at large) were randomly assigned to a treatment or control group when infants were less than 8 months of age. The treatment group received training in infant massage and education about infant development during four 1-hour sessions. The control group received education only about infant development during four 1-hour sessions. Mothers completed questionnaires prior to the intervention and when their infants were 12 months old. Attachment security was assessed using the Attachment Q-set at the 12-month follow-up. There were no pretest or demographic differences between the two groups. Twelve subjects were lost at the 12-month follow-up, with equal loss occurring in both groups. The results indicated that mothers who massaged their 12-month-old infants more than once per week had infants who were statistically significantly more securely attached than infants of mothers who massaged their infants less than once per week, and were more securely attached than infants in the control group. Surprisingly, seven mothers in the control group reported that they massaged their infants at least twice weekly. Attachment security was also related to infant's gender, number of siblings, and maternal age. Regression analyses revealed that maternal age accounted for 20 percent of the variance in attachment security, and massage frequency accounted for 18 percent of the variance. (Author/KB)

ED 430 675 PS 027 579

Weissmann, Lenore; Kromelow, Susan; Harding, Carol Gibb; Mroz, Cheryl; Lynn, Laura; Noll, Lisa
Interaffectivity, Attachment, and Perinatal Vulnerability: Complexities of Motherhood in the Nineties.
PUB DATE- 99
NOTE- 16p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Albuquerque, NM, April 15-18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affective Behavior; At Risk Persons; *Attachment Behavior; Depression (Psychology); Emotional Development; Emotional Response; Females; *Infants; *Mothers; *Parent Child Relationship; Parents; *Perinatal Influences; Personality
IDENTIFIERS- First Time Mothers

This study explored the role of perinatal vulnerability (PV) in mothers and infants in relationship to the development of interaffectivity and attachment, and the relationship between interaffectivity and attachment. Participating were a low-risk sample of 74 middle-class mother/first-born infant dyads who had participated as volunteers in a combined parent-support program and research project over seven years. Infants ranged

(Author/KB)

ED 430 694 PS 027 627

Kroenke, Lillian DeVault, Ed.
Infant and Toddlers, A Publication for Montessori Infant and Toddler Programs, 1997-1998.
PUB DATE- 98
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Child Development; Child Rearing; *Early Childhood Education; Early Intervention; Educational History; Emotional Development; Infant Behavior; *Infants; Montessori Method; Mothers; Motor Development; *Parent Child Relationship; Periodicals; Play; *Toddlers; Toys
IDENTIFIERS- Montessori Preschools

This document is comprised of the first four issues of a journal published quarterly for parents of children in Montessori infant and toddler programs. Regular features include "Ask Ginny," an advice column; information on recent research; and reports on conferences. The Spring 1997 issue contains articles on the history of infant/toddler programs in the United States and a mother's study regarding her use of Montessori techniques and guidelines in full-time mothering. The Fall 1997 issue discusses the importance of the early environment and age appropriate activities and toys. The November 1997 issue includes articles on movement in infants and toddlers, emotion as the motivating factor for infants and toddlers, and young children's interests. The February 1998 issue presents information on children's independence, using journals to record memories, and the use of polyvinyl chloride in children's toys; this issue also includes a mother's story of toddler separation. (KB)

ED 430 695 PS 027 629

Bensman, David
Open Doors, Closed Doors: Home-School Partnerships in a Large Bronx Elementary School.
PUB DATE- 99
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Family School Relationship; *High Risk Students; Middle Schools; Parent Participation; *Parent School Relationship; School Culture; Urban Areas
IDENTIFIERS- New York City Board of Education

Although efforts to support family-school partnerships are a prominent part of strategies for improving education for at-risk students, in communities with wide home/school cultural differences, such "partnerships" often operate on a superficial level involving one-way compliance to school norms. This study examined home-school partnerships in a New York City school, focusing on two families whose children attended the same fifth grade classroom in 1996-97. Members of the Ruiz Vega family and the Arjay family were interviewed and visited at home several times. Clarissa Ruiz had severe reading problems that were overlooked at school because she did not call attention to ensuring that children of legal working age are protected in the workplace, and suggestions for educational changes to increase its effectiveness for and relevance for working children. (KB)

ED 430 713 PS 027 665

May, David C.; Nichols, Joe D.; Eltzroth, Patricia L.
Risky Behaviors among Adolescents in the Midwest: Personal Gratification or Peer Pressure?
PUB DATE- 99
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescent Development; *Adolescents; At Risk Persons; Cross Sectional Studies; *Drinking; *Drug Use; High Schools; *Peer Relationship; Racial Differences; Reinforcement; *Risk; Sex Differences; *Smoking; Social Differences; Theories; Youth Problems
IDENTIFIERS- Adolescent Behavior; Differential Association Theory; *Risk Taking Behavior

The present study was a cross-sectional examination of the causes of adolescent participation in risky behaviors, using a diverse sample of adolescents from a Midwestern state. This research compared the relative effects of a traditional explanation of deviant behavior, differential association theory, with a modern derivative, nonsocial reinforcement theory. Quantitative data were collected via questionnaires in the spring of 1998 from 86 students at a public high school, 12 students from a for-profit high school, and 16 students from a detention facility for status offenders. Respondents were asked to indicate the extent of their involvement with cigarettes, alcohol, and various drugs. The multiple linear regression results indicated that while both differential association and nonsocial reinforcement had statistically significant effects on involvement with drugs and alcohol in this sample, nonsocial reinforcement theory had a stronger explanatory effect tnan differential association. Further, contrary to official statistics, neither gender, race, or social class had a statistically significant effect upon engagement in the risk-taking behaviors in this study. (Contains 25 references.) (Author/KB)

ED 430 714 PS 027 666

Status of Oregon's Children: 1998 County Data Book. Special Focus: Children's Health Care.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 98
NOTE- 60p.; For 1997 Data Book, see ED 421 235.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Birth Weight; *Child Health; Counties; Demography; Health Insurance; *Health Needs; Health Programs; Health Promotion; Health Services; Incidence; Mortality Rate; Poverty; Program Descriptions; *Social Indicators; State Surveys; Statistical Surveys; Tables (Data); Trend Analysis; *Well Being; Youth Problems

ED 430 732 PS 027 686

Brandt, Ronald S.
No One Best Way--But Many Very Good Ways.
PUB DATE- 99
NOTE- 8p.; Paper presented at the Annual Conference and Exhibit of the Association for Supervision and Curriculum Development (54th, San Francisco, CA, March 6-9, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adoption (Ideas); *Charter Schools; Educational Change; *Educational Trends; Elementary Secondary Education; Models; Opinion Papers; Program Descriptions; *Public Education; *School Based Management; *School Choice; Standards

Noting that variety in education may be seen as a basic mechanism for change, this paper examines four important developments in public education: (1) site-based decision making; (2) charter schools; (3) whole school designs; and (4) parent choice. The paper maintains that site-based decision making should involve giving schools authority and responsibility for solving their own problems and then leading them to improve rather than just leaving schools alone to solve their problems. The paper further notes that although the growth of charter schools illustrates the potential for future entrepreneurs' efforts in education, there probably will not be any entirely new models of education invented. The paper advocates whole school programming, or comprehensive school reform, and describes examples of successful implementation of externally-developed and designed school programs. Also noted is the importance of careful evaluation to determine if such programs produce results, and concern that the leadership and support needed to successfully implement educational models may be underestimated. Finally, the paper suggests that some degree of choice is an essential part of the emerging model of schooling and that parent choice is necessary with greater variety of educational models. The paper also maintains that education can be successful only when parents and teachers share a common philosophy, and advocates the development of a model moderating individual choice by limiting available choices to those approved by a responsible public agency. A recommendation for working toward deliberate educational variety concludes the paper. (KB)

ED 430 733 PS 027 687

Good, Linda; Good, Kenneth
A Conversation with Gita Levovna Vygodskaya.
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Child Development; *Children; *Cognitive Development; Developmental Psychology; Interviews; Piagetian Theory; Theories
IDENTIFIERS- Piaget (Jean); *Vygotsky (Lev S); Zone of Proximal Development

The work of Lev Vygotsky, a Russian developmental psychologist, has made enormous recent contributions to the fields of child development and education. This paper recounts a conversation advisory committee members and the case study schools and their reports. Contains 58 references. (TD)

ED 430 751 RC 021 982

Vinding, Diana, Ed.
Indigenous Women: The Right to a Voice. IWGIA Document No. 88.
SPONS. AGENCY- Norwegian Ministry of Foreign Affairs, Oslo.
PUB DATE- 98
NOTE- 327p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Activism; American Indians; Canada Natives; *Civil Liberties; Cultural Maintenance; Educational Needs; *Females; Foreign Countries; *Indigenous Populations; *Political Power; Politics; Self Determination; *Sex Role; Social Change; Womens Education; Womens Studies

This document contains 29 articles on the problems of indigenous women in a rapidly changing world, their unequal access to knowledge and resources, and their efforts to take an active role in solving those problems. The articles are arranged into nine chapters: Keeping Traditions Alive; Changing Gender Roles; The Struggle for Self-Determination and Human Rights; The Challenge of Modern Changes; Confronting the "New World Order"; Getting Organised and Participating; Networking and Building Solidarity; Epilogue; and The 1995 Beijing Declaration of Indigenous Women. Individual articles are: "The Arhuacan Woman: Our Life Is Our Art" (Leonor Zalabata); "Maori Women and Natural Resource Management: Towards a Sustainable Future" (Elizabeth McKinley); "Healthy Communities, Healthy Women: Society and Gender in the Andes" (Wara Alderete); "Changes in Women's Status in Micronesia: An Anthropological Approach" (Beatriz Moral); "Finding the Balance: Between Ethnicity and Gender among Inuit in Artic Canada" (Helle Hogh); "The Chamoru and Guam" (Ulla Hasager); "Inside Out" (C. T. Perez); "Thieves" (Anne Perez Hattori); "The Batwa Women of Rwanda: Confronting Discrimination" (Claudine Mukamakombe, Clotilde Musabeyezu, Pulcherie Umubyeyi, Elyvanie Kamondo); "Pakeha Land Legislation in Aotearoa: The Continuous Resistance by Maori Women" (Moana Sinclair); "Women Ask for Peace and Justice on Bougainville" (Daphne Zale); "Naga Women: A Struggle for Human Rights" (Shimreichon Luithui); "Hill Tribe Women of Thailand: Where To Turn Now?" (Anchalee Phonklieng); "Indigenous Women in Indonesia: A Portrait" (Arimbi H.P.); "Indigenous Ukpiovwin Women of Delta State, Nigeria: The Challenge of Development" (Mabel I. E. Tobrise); "Wines and Spirits: The Issue of Alcoholism and the Cordillera Women" (Bernice A. See); "Wildlife Tourism and Its Impact on Indigenous Maasai Women in East Africa" (Naomi Kipuri); "The 'New World Order' and Indigenous Women: The Case of the Okanagan People, Canada" (Jeanette Armstrong); "Globalization and Its Impacts on Indigenous Women: The Philippine Case" (Victoria Tauli-Corpuz); "Tuareg Women Refugees: How We Created Tin Hinane" (Saoudata Aboubacrine); "Guarani Women Fight for Democracy" (Cecilia Bulens); "Weaving and Goat-Breeding Help Izozog Women To Organise" (Annie Oehlerich); "Women Should Not Always Stay at Home: Interview with Two Amerindian Women from French Guyana" (Henriette Rasmussen); "Tribal Women in Uttar Pradesh: Challenging the Panchayat System" (Diana Vinding); "Greenland's Women Want To Take the Lead" (Henriette Rasmussen); "Women Solidarity across Borders: Interview with Two Sami Women"

New York City neighborhoods, particularly those with few educational options; encourage the spread of practices that help students succeed; build supportive small school networks; and advocate for increased school autonomy. Whether as new schools or as large schools redesigned into small units, small scale has been the key. NYNSR schools average 300 students. Many schools utilize service learning and internships, and all have partnerships with local organizations and universities to connect students to the responsibilities of citizenship and work. Because of their own distinct approaches, NYNSR schools are often compared to charter schools. Examples are given of NYNSR schools focusing on global studies, the arts, inclusive programs, limited English speaking immigrants, environmental action, and family needs. Starting with 80 small schools as models, NYNSR now includes 140 small public schools serving more than 50,000 city students. These schools include more African-American, Latino, and poor students than other public schools. Attendance is up, parent satisfaction is high, graduation rates exceed city averages, and the dropout rate is less than one-half that of large schools. Contains a map showing school locations; addresses, phone, and fax numbers of NYNSR schools; a list of NYNSR school networks; brief descriptions of sponsoring partners; consultative council members; a fact sheet; photographs; and a list of other NYNSR publications. (TD)

ED 430 768 RC 021 999

New York Networks for School Renewal: A Mid-Term Report.
SPONS. AGENCY- Annenberg Foundation, St. Davids, PA.
PUB DATE- 98
NOTE- 32p.; Other funding provided by the New York City Board of Education; Time Warner, Inc.; Aaron Diamond Foundation; Charles Hayden Foundation; Ford Foundation; The Chase Manhattan Foundation; Carnegie Corporation of New York; Stella and Charles Guttman Foundation; Viacom, Inc.; and Nippon Steel U.S.A., Inc. Contains many photographs that may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Change; Educational Cooperation; Educational Environment; Elementary Secondary Education; Inservice Teacher Education; *Networks; Parent Participation; Professional Development; Public Schools; School Based Management; *School Community Relationship; *Small Schools; *Urban Schools
IDENTIFIERS- *New York City Board of Education; *New York Networks for School Renewal; Reform Efforts

In 1994, four New York City school reform organizations joined to form the New York Networks for School Renewal (NYNSR) and received the first Annenberg Challenge urban grant. This midterm report describes NYNSR's progress so far. The first two sections present NYNSR goals and how those goals have been met in the first 3 years. The core premise, that small schools are a successful strategy for public school reform, has been validated by the fact that NYNSR now includes 140 small public schools serving more than 50,000 students. These schools include more African-American, Latino, and poor students than other public schools, and the college acceptance rate of their students exceeds that in the rest of the city. In addition, NYNSR has created school networks, advanced the concept of a Learning Zone, influenced city and state reform initiatives,

Environmental Education; *Instructional Materials; Integrated Activities; Program Development; Teaching Methods; Vocational Education
IDENTIFIERS- California

This teacher resource guide features educational materials on agriculture. It is divided into three sections. California Foundation for Agriculture in the Classroom (CFAITC) Programs, Services and Instructional Materials provides information about the conferences, summer programs, newsletters, and lesson plans provided by CFAITC. Educational Resources on Agriculture lists resources from various entities on specific topics and commodities. Additional Agricultural Facts and Information provides a variety of additional information including agricultural web sites, county agricultural information, phone numbers, and a reproducible California agriculture quiz. (CCM)

ED 430 785 SE 062 561

Stern, David P.
Estimating the Distance to the Moon--Its Relevance to Mathematics. Core-Plus Mathematics Project.
PUB DATE- 99
NOTE- 8p.; "In connection with the leaflet 'The Solar Eclipse of August 11, 1999.'"
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Astronomy; Geometry; Higher Education; *Integrated Activities; Mathematics Education; *Mathematics History; Science Education; Secondary Education; Space Sciences; *Trigonometry
IDENTIFIERS- *Moon; *Solar Eclipses

This document features an activity for estimating the distance from the earth to the moon during a solar eclipse based on calculations performed by the ancient Greek astronomer Hipparchus. Historical, mathematical, and scientific details about the calculation are provided. Internet resources for teachers to obtain more information on the subject are also listed. (WRM)

ED 430 786 SE 062 562

"Galileo Calling Earth..."
PUB DATE- 99
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Astronomy; *Integrated Activities; Middle Schools; Science Education; Scientific and Technical Information; *Space Exploration; Space Sciences; *Technology; Technology Education
IDENTIFIERS- *Galileo Orbiter; Jupiter (Planet)

This guide presents an activity for helping students understand how data from the Galileo spacecraft is sent to scientists on earth. Students are asked to learn about the concepts of bit-rate and resolution and apply them to the interpretation of images from the Galileo Orbiter. (WRM)

ED 430 787 SE 062 567

Ferrini-Mundy, Joan, Ed.; Graham, Karen, Ed.; Johnson, Loren, Ed.; Mills, Geoffrey, Ed.

DESCRIPTORS- *Algebra; Bilingual Education; *Concept Formation; High Schools; Mathematics Curriculum; Secondary School Mathematics

This paper focuses on student understanding and learning of the algebraic concept--rate of change. Teachers' knowledge about their students and current literature on students' understanding is used to design and assess the instruments. Data were obtained as part of two-year research program that focused on how the study of students' understanding of functions and algebra affected multiple systems in an urban bilingual high school. The analysis of data by class showed some information about the relationship between classroom curriculum and outcomes for the class. (ASK)

ED 430 808 SE 062 597

Gunstone, R. F.; Loughran, J. J.; Berry, A.; Mulhall, P.
Inquiry in Science Classes--Do We Know "How, When and Why"?
PUB DATE- 99
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Inquiry; Learning Processes; Learning Strategies; *Science Instruction; Scientific Attitudes; *Scientific Principles; Teaching Methods

This position statement begins with an outline of the meanings for terms that are central to the session topic at which this paper was presented: inquiry, inquiry learning, scientific inquiry, and scientific method. The central issues of inquiry's place in science education and as a more general educational approach are then discussed. Finally, the relation of this research work to the issues of classroom inquiry strategies is described. Contains 15 references. (WRM)

ED 430 809 SE 062 598

Rennie, Leonie, Ed.
Proceedings of the Annual Conference of the Western Australian Science Education Association (23rd, Perth, Western Australia, November 13, 1998).
PUB DATE- 98
NOTE- 118p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Cognitive Processes; Cooperative Learning; Design; Educational Research; Elementary Secondary Education; Evaluation; Exhibits; Foreign Countries; Higher Education; Multimedia Instruction; *Science Education; Science Teachers; Teacher Student Relationship; Teaching Methods; Technology Education; Thinking Skills; World Wide Web
IDENTIFIERS- *Australia; Indonesia; Philippines; South Africa; Taiwan

These proceedings contain reviewed and edited papers from the 23rd annual meeting of the Western Australian Science Education Association (WASEA). Papers include: (1) Using Quantitative and Qualitative Approaches to Validate a Questionnaire to Describe Science Teacher Behavior in Taiwan and Australia (Darrell Fisher, David Henderson, and Hsiao-Ching She); (2) Symposium: Approaches for Teaching Large Science Classes in Developing

ED 430 831 SO 029 550

Ayer, Eleanor H.
A Firestorm Unleashed: January 1942 to June 1943. Holocaust Series, Book 4. First Edition.
PUB DATE- 98
NOTE- 83p.; The foreword is by Dr. Michael Berenbaum. For all eight volumes in this series, see SO 029 547-554.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Anti Semitism; Elementary Education; Ethnic Groups; Foreign Countries; *Jews; *Judaism; Multicultural Education; *Nazism; Religious Discrimination; *Social Studies; World History; *World War II
IDENTIFIERS- Germany; *Holocaust

There are eight volumes in this series on the Holocaust. Volumes 1-6 recount the history of the Jewish people in various year groupings: (1) "Ancient 1935"; (2) "September 1935 to December 1938"; (3) "January 1939 to December 1941"; (4) "January 1942 to June 1943"; (5) "July 1943 to April 1945"; (6) "May 1945 and After." Volumes 7 and 8 provide resources for further study: (7) " A Collection of Primary Sources"; (8) "A Comprehensive Listing of Media for Further Study." The volumes are designed and written to educate the juvenile reader. They contain chronologies, glossaries, source notes, a list of references for further reading, a bibliography to support the historical narrative, and numerous photographs. This volume four explores the unique aspects and events in the period of the Holocaust between January 1942 and June 1943. The introduction is entitled "Only Carrying Out Orders" and tells of the growing anti Semitism by the Nazis and the move toward the "Final Solution" of the destruction of the Jews. Chapters are presented chronologically and are entitled: (1) "January-February 1942 -- Resettlement"; (2) "March-May 1942 -- So Many People at Once"; (3) "June-September 1942 -- Why Do We Have to Suffer So?"; (4) "June-August 1942 -- I Have a Number in My Skin Now"; (5) "September-December 1942 -- It Is the Silence That Frightens Me"; (6) "December 1942-April 1943 -- A Spiritual Prison"; and (7) "April-June 1943 -- Only the Sky Has Remained Unchanged." A chronology of the Holocaust from 1933-1945 is presented. (EH)

ED 430 832 SO 029 551

Ayer, Eleanor H.
Inferno: June 1943 to May 1945. Book 5. Holocaust Series, First Edition.
PUB DATE- 98
NOTE- 83p.; Foreword by Dr. Michael Berenbaum. For all eight volumes in this series, see SO 029 547-554.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Anti Semitism; Elementary Education; Ethnic Groups; Foreign Countries; *Jews; *Judaism; Multicultural Education; *Nazism; Religious Discrimination; *Social Studies; World History; *World War II
IDENTIFIERS- Germany; *Holocaust

There are eight volumes in this series on the Holocaust. Volumes 1-6 recount the history of the Jewish people in various year groupings: (1) "Ancient 1935"; (2) "September 1935 to December 1938"; (3) "January 1939 to December 1941"; (4) "January 1942 to June 1943"; (5) "July 1943 to April 1945"; (6) "May 1945 and is a companion to "Building a Foundation for Citizenship," which outlines steps for establishing a citizen/character education program in North Carolina public schools. Strategies for teaching the social studies strands "Economic, Legal and Political Systems" and "United States History" include intellectual exercises that require students to learn and make choices related to responsibility. Each of the strategies provides an example of a multidimensional learning experience, and is organized to include a goal, skills, the responsibility theme, a strategy, assessment, and resources. An appendix includes rubric models and traits for the National Civic Standards and Responsibilities of School Personnel. (MM)

ED 430 851 SO 029 718

Estaville, Lawrence E., Ed.; Rosen, Carol J., Ed.
Teaching American Ethnic Geography. Pathways in Geography Series Title No. 18.
PUB DATE- 97
NOTE- 134p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- American Indians; Classroom Techniques; Cultural Context; *Ethnic Groups; *Ethnic Studies; *Geography; *Geography Instruction; High Schools; Higher Education; Hispanic Americans; *Human Geography; Instructional Effectiveness; Social Studies
IDENTIFIERS- Native Americans

U.S. ethnic geography is an increasingly important focus of study due to cultural diversity and continued growth of the United States. Geographers are carefully studying the spatial aspects of present U.S. ethnic groups. This collection of essays addresses the important need for creating innovative approaches in teaching U.S. ethnic geography in universities and high schools. The essays are as follows: (1) "American Ethnic Geography and the National Geography Standards" (Lawrence E. Estaville; Carol J. Rosen; Richard G. Boehm); (2) "Defining Ethnicity through Surrogate Selection: The Nineteenth-Century Louisiana French" (Lawrence E. Estaville); (3) "A Conceptual Model for Teaching American Ethnic Geography" (Carol J. Rosen); (4) "Landscape as Text: Reading, Recording, and Interpreting Ethnic Landscapes" (Susan W. Hardwick; Jeanette Gardner Betts); (5) "Teaching Connections: Linking Ethnicity, Race, and Gender with the Environment in the College Classroom" (Kate A. Berry); (6) "Using Personal Accounts to Incorporate Ethnic Issues into Introductory College Human Geography" (Brock J. Brown); (7) "Ethnic Geography: Reflections on Initial Fears and Assignments That Worked" (Richard F. Hough); (8) "Focus on Local Area" (James P. Allen); (9) "The Urban Laboratory: Field-Based Teaching of Urban Ethnic Geography" (Ines M. Miyares); (10) "Hispano Ethnicity Viewed through the Window of El Cerrito" (Richard L. Nostrand); (11) "The Hispanic Borderlands: Blending Electronic Data and Field Experience into Five Elements from La Frontera" (Brady Foust; Howard Botts); (12) "Ethnicity: Lessons from the Field" (J. Douglas Heffington); (13) "The Native-American Experience: Teaching Facts instead of Fiction" (George A. Van Otten); (14) "Teaching American-Indian Geographies" (Robert A. Rundstrom); (15) "Teaching Environmental Conservation from a Native-American Perspective" (Martha L. Henderson); (16) "Using Maps in American Ethnic Geography" (James P. Allen); (17) "Geoethnic Family Histories" (Curtis C. Roseman; J. Diego Vigil); and (18) "Teaching American Ethnic Geography through Popular Film" (Lawrence E. Estaville). (BT) acquisition expectations. Designated content areas within each strand coincide with the four fundamental components of discipline-based art education (DBAE): creative expression, aesthetic perception, historical and cultural perception, and critical analysis. Specific benchmarks in each content area of the strand are listed for grades K-4, 5-8, and 9-12. Charts, a glossary, references, and acknowledgements are included. (MM)

ED 430 873 SO 030 581

Francis, Paul A.
Hard Lessons: Primary Schools, Community, and Social Capital in Nigeria. World Bank Technical Paper No. 420. Africa Region Series.
PUB DATE- 98
NOTE- 92p.; Colored map may not reproduce well. "With S.P.I. Agi, S. Ogoh Alubo, Hawa A. Bui, A.G. Daramola, Uchenna M. Nzewi, and D. J. Shehu."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Environment; Educational Facilities; Educational Finance; *Educational Improvement; Educational Resources; Elementary Education; Equal Education; Foreign Countries; Tables (Data); Teacher Morale; Teacher Qualifications; Work Environment
IDENTIFIERS- *Nigeria

This study, based on data from a 1997 survey of 54 Nigerian primary schools and their client communities, was commissioned in order to assist the National Primary Education Commission (NPEC) in improving primary education services. Stakeholders consulted included parents, pupils, teachers and head teachers, community leaders, educational administrators, and supervisors in the target school areas. Serious problems were identified in the following areas: (1) infrastructure: classroom space and facilities were found to be inadequate and in poor repair, with insufficient funds to maintain facilities or obtain supplies; (2) instructional materials: textbooks supplies were inadequate; (3) staff conditions and training: many teachers lack minimum qualifications for primary school teaching--teacher morale is eroded by low pay, poor working conditions and inadequate facilities, gender imbalances in staff cadres, and wholesale staff transfers; (4) enrollment, attendance, and retention: regional imbalances in enrollment were found; (5) funding: tension exists between Local Government Areas (LGA) and the State Primary Education Boards that control federal funds for salaries and operational costs--local governments feel disenfranchised from control of schools and educational resources made available for their areas; and (6) community participation: while financial needs for building repairs and supplies are frequently met by parent and community-based organizations, economic differentiation results in inequitable community involvement. Wealthy families often abandon public primary schools in favor of private education. Recommendations are made for improvements to be made in each of these areas. (MM)

ED 430 874 SO 030 582

Powney, Janet; McPake, Joanna; Hall, Stuart; Lyall, Lindsay
Education of Minority Ethnic Groups in Scotland: A Review of Research. SCRE Research Report No. 88.
SPONS. AGENCY- Scottish Office Education and Industry Dept.,

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art; Art Activities; *Art Education; Art History; *Art Materials; Artists; Biographies; Educational Resources; Elementary Secondary Education; Folk Culture; Instructional Materials; Museums; Resource Materials; Technology
IDENTIFIERS- Folk Art

This teaching resource provides information about specific artists, art materials, art history, and museums. There are many reproducible pages, and resources for art publication and materials. Information on portfolio preparation, how to photograph artwork, writing for publication, and resources for art publication and materials is provided. Current art education theory is featured, including a sample lesson plan and grading criteria. The book is divided into 10 sections. The sections feature lists of 100 famous paintings, buildings, photographs, art objects, sculptures, brief historical overviews and timelines, and a wide range of theoretical and practical information. Suggestions are given for working in various media such as painting, drawing, printmaking, sculpture, architecture, fine crafts and folk art, technology and art (including photography, video, computer graphics and use of the copy machine). Include with the suggestions are vocabularies, materials, equipment, and suggestions for things to do in each media. The last section lists North American and international art museums and museum resources. Sections Are: (1) "All About Art"; (2) "Art History"; (3) "For the Art Teacher"; (4) "Art Materials and Things to Do with Them"; (5) "Painting, Drawing, and Printmaking"; (6) "Sculpture"; (7) "Architecture"; (8) "Fine Crafts and Folk Art"; (9) "Technology and Art: Photography, Video, Computer Graphics, and the Copy Machine"; and (10) "Museums." (MM)

ED 430 894 SO 030 639

Finkelstein, Barbara, Ed.; Eder, Elizabeth K., Ed.
Hidden Messages: Instructional Materials for Investigating Culture.
PUB DATE- 98
NOTE- 189p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Audiovisual Aids; Autobiographies; *Cultural Context; Films; High Schools; *Instructional Materials; Middle Schools; *Multicultural Education; Second Language Learning; *Social Studies
IDENTIFIERS- *Cultural Myths; Culture Transmission; Message Perception; Message Transmission

This book, intended to be used in the middle and high school classroom, provides teachers with unique ideas and lesson plans for exploring culture and adding a multicultural perspective to diverse subjects. "Hidden messages" are the messages of culture that are entwined in everyday lives, but which are seldom recognized or appreciated for the powerful influence they have on the way people think and behave. All materials in the book have been field tested and are designed to encourage students to examine cultural myths, analyze the quality of information they receive about other cultures, and become aware of the cultural filters through which they perceive the world. Following the introduction, chapters in the book are: (1)

(Hiroshima, Japan, September 1998).
PUB DATE- 99
NOTE- 255p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Educational Innovation; Elementary Secondary Education; *Faculty Development; Foreign Countries; Higher Education; Inservice Teacher Education; Preservice Teacher Education; *Teacher Education; Teacher Improvement; Teachers
IDENTIFIERS- *Asia Pacific Region

This is the second seminar report in the sixth cycle of the UNESCO-APEID (Asia-Pacific Program of Educational Innovation for Development) Program on Innovation and Reform in Teacher Education for the 21st Century in the Asia-Pacific Region. The seminar focused on ensuring opportunities for the professional development of teachers. Experts from 10 Asian countries presented papers on the current situation in their countries: "Developments in Teacher Education in Asia and the Pacific: Issues and Prospects Towards the 21st Century" (Rupert Maclean); "Professional Development of Teachers in Bangladesh" (Rezina Sultana); "Ensuring Opportunities for the Professional Development of Teachers - Country Report - China" (Liao Shuli); "Ensuring Opportunities for the Professional Development of Teachers: Country Report - India" (Anil Kumar Gulati); "Ensuring Opportunities for the Professional Development of Teachers in Indonesia" (Rochman Natawijaya); "Country Report Japan" (Yoshinori Tabata); "Ensuring Opportunities for the Professional Development of Teachers: The Malaysian Experience" (Haji Ahmad Bin Mohamad Said); "Ensuring Opportunities for the Professional Development of Teachers in Nepal" (Keshaba Nanda Giri); "Education and Professional Development of Teachers in Pakistan" (Mohammad Ibrahim Khan); "The Striving and the Struggle for Teacher Development: The Contexts, Issues, Trends, and Opportunities in In-Service Teacher Training in the Philippines" (Allan B.I. Bernardo); "Ensuring Opportunities for the Professional Development of Teachers in Thailand" (Mayuree Charupan); "Key Approaches to the Development of Teachers Teams in Vietnam" (Dao Nhu Trang); and "General Comments" (Rupert Maclean). (SM)

ED 430 914 SP 038 496

Dove, Nah
Afrikan Mothers: Bearers of Culture, Makers of Social Change.
PUB DATE- 98
NOTE- 261p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Black Mothers; Black Students; *Blacks; Cultural Awareness; Cultural Background; Cultural Influences; Elementary Secondary Education; Foreign Countries; *Mothers; *Parent Influence; Parent Role
IDENTIFIERS- *Africa; *Africans; Caribbean; European Influences; United Kingdom

This book addresses the need to recognize the critical role of Afrikan women, especially as mothers, looking at the life histories of 21 Afrikan mothers from the Caribbean, Africa, and United Kingdom, and the United States (some of whom have sent their children to African-centered schools and some of whom have sent their children to European schools). Chapter 1, "Methods of Research," explains the research methodology and the process that guided the study. Chapter 2, "A Context for knowledge, and behavior before and after the workshops, and they interviewed a sample of workshop participants. They also surveyed students about knowledge, attitudes, and behavior before and after being taught with NASA resources. Findings support the NASA focus on teacher workshops, which are expected to have a ripple effect from participants to their students and colleagues. The workshops positively affected teachers' knowledge, attitudes, and behavior. Students and teachers supported the NASA focus on teacher workshops. (Contains 24 references.) (SM)

ED 430 932 SP 038 514

Spouse, Jenny
Peer Narratives of Experience: Their Influence on Knowledge Acquisition in Professional Education.
PUB DATE- 99
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; *Group Discussion; Higher Education; *Interpersonal Communication; *Nursing Education; *Peer Groups; Peer Influence; *Personal Narratives; Professional Development; Story Telling
IDENTIFIERS- United Kingdom

Educators concerned with the preparation of adults are aware that students engage in lengthy discussions with their peers. Increasingly, this is encouraged in educational settings through formal pedagogy. However, little is known about its value to adult cognition. In a phenomenological study investigating the professional development of degree course nursing students in the United Kingdom, the importance of informal peer narratives of experience was noted. This paper explores the findings related to that aspect of the longitudinal study using theoretical frameworks borrowed from sociocultural writers concerned primarily with children's cognition. The data indicate that storied experience was a significant factor in promoting professional development. This exemplifies Habermas's theories of practical interest. Three categories of narrated experience were identified. This paper presents the three categories for discussion along with relevant theoretical material. It concludes that informal peer-group activities should be fostered to promote professional development and that further research into this phenomenon is necessary to gain a better understanding of its nature. (Contains 43 references.) (Author/SM)

ED 430 933 SP 038 515

Tom, Alan R.
Using Letter Writing To Engage Experienced Teachers in Curriculum Theory.
PUB DATE- 99
NOTE- 26p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Chicago, IL, February 13-17, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..."

the Development of Sport (CDDS) at its 22nd Meeting (Strasbourg, France, March 3-4, 1999).
PUB DATE- 99
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Athletics; Democracy; Drug Abuse; Females; Foreign Countries; Legislation
IDENTIFIERS- Council of Europe (France)

This 1998 annual report introduces areas where the Council of Europe's Committee for the Development of Sport (CDDS) needs to work, focusing on identifying areas and activities where sport can best contribute to an Action Plan adopted in 1997 and discussing the problem of drug use by athletes. The report begins by looking at the CDDS and its bureau, then it focuses on the program of activities for 1998: compliance with commitments; democracy and sport; legislation; tolerance and sport; women and sports; spectator behavior and safety; implementation of the anti-doping convention; mutual assistance for new member countries; parliamentary hearings; multinational seminars; mobile seminars; action plan for Bosnia and Herzegovina; and sports information. Certain recommendations in the report of the Committee of Wise Persons reflect the growing trend within the organization toward results-based budgetary planning. This means that budgetary provision would be based to a certain degree on the results obtained. In 1998, the CDDS together with two Convention Committees was responsible for about 40 meetings, seminars, and visits. The work on compliance with commitments provided insight into the efficacy of the texts, which form the basis for activities in the area of sport with the Council of Europe. It may be necessary to take an even more critical approach to the program of activities in the field of sports in the future. (SM)

ED 430 952 SP 038 536

Substitute Teacher Handbook for Montgomery County Public Schools.
PUB DATE- 97
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Guides; Personnel Needs; Public Schools; *Substitute Teachers
IDENTIFIERS- *Montgomery County Public Schools MD

This booklet presents materials and practical suggestions to help substitute teachers working in the Montgomery County Public Schools (MCPS), Maryland. Section 1 discusses Substitute Teaching in Montgomery County Public Schools. It includes four sections: Professional Expectations (eligibility, duties and responsibilities, classroom control and discipline, corporal punishment, alcohol and drug free workplace, confidentiality, inclement weather, and MCPS policies and regulations); Working with Students; Advice for Substitute Teachers; and Important Telephone Numbers. Section 2, "Using the Automated Substitute Calling System," includes How Substitutes Receive Assignments, Registering with the Automated Calling System, Accepting an Assignment, Receiving a Call From the Computer, Calling Times, Changing Your Telephone Number, Reviewing and Canceling Jobs,

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Diversity (Student); Equal Education; Higher Education; Internship Programs; Multicultural Education; Preservice Teacher Education; Racial Bias; Secondary Education; Sex Bias; *Student Teacher Attitudes; Student Teachers; Student Teaching

This study used qualitative and quantitative methodology to ascertain preservice teachers' attitudes toward multiculturalism and diversity and determine how they viewed their student teaching and internship experiences with respect to issues of diversity. The 46 participating student teachers completed a cultural inventory in the spring of 1998 and then again in the fall of 1998 (after 3 months of student teaching). Students who did not student teach or complete internships were the control group. Students who were student teaching or had internships during the fall of 1998 also completed an open-ended questionnaire. The questionnaire asked about school demographics, student teacher classroom experiences, and views of cultural harmony and disharmony with respect to race, ethnicity, class, and gender. Data analysis indicated that there were no statistically significant changes for the total group or treatment group, though there were more positive gains than losses as indicated by students' responses to questions about their views of cultural diversity, intelligence, and other personal views. Students' views on issues of diversity provided information about their various classroom settings and schools. The data revealed complex issues, greatly disparate teaching environments, and some student awareness of issues of race, ethnicity, class, and gender in teaching. (Contains 32 references.) (SM)

ED 430 971 SP 038 557

Mittag, Kathleen Cage; Agnello, Mary Frances
Measuring Personality Types of Secondary Pre-Service Teachers.
PUB DATE- 99
NOTE- 18p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (San Antonio, TX, January 21-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; *Personality Assessment; Personality Measures; Personality Studies; *Personality Traits; Preservice Teacher Education; Secondary Education; Secondary School Teachers; Student Teachers; Teacher Characteristics; Teaching (Occupation)

This study surveyed the personality types, as measured by the Personal Preferences Self-Descriptive Questionnaire (PPSDQ), of 226 preservice secondary teachers at a large, urban, public university. The study was designed to determine whether certain personality types gravitated to the teaching profession in secondary schools and to compare the results with results from other studies. Participating students completed the questionnaire during the fall of 1997, spring of 1998, and fall of 1998. Students from the fall of 1998 also specified their area of certification. Data analysis indicated that the results agreed with some prior research and disagreed with other prior research. The respondent group had an unusually large percentage of troubleshooters and more visionaries than found in previous research. The study group did not have an even

PUB DATE- 99
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Academic Standards; *Curriculum Development; Diversity (Student); Elementary Secondary Education; *Humanistic Education; *Multicultural Education
IDENTIFIERS- *New Standards Project (LRDC)

This paper describes elements of the "New Standards" program that have been set for selected school districts across the United States and challenges people to assess how conceptions of "confluent education" and "multicultural education" may contribute to reaching the proposed new standards. The goal of the New Standards Project is to develop explicit standards for student performance in every grade and subject that are comparable with the highest around the world. "Confluent education" may be conceived of as "an engagement of students in spirited inquiry along paths continuously being mapped by scholars in each of the academic disciplines." The justified expansion of what counts as truth enriches confluent education. Appreciation of multicultural perspectives and advancement of curricula that adapt content and objectives as well as methods of instruction and evaluation to meet the learning needs of diverse students is at the heart of such enrichment, and will ensure that the "new standards" for the 21st century are well-grounded and content sensitive. (Contains 2 figures, a list of 31 resources, and 31 references.) (SLD)

ED 430 991 TM 029 817

Hoegl, Juergen
Improvement of Instruction with the Use of CATs To Clarify Student Learning Strategies.
PUB DATE- 99
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Instructional Improvement; Latin American Culture; *Learning Strategies; Questionnaires; *Teacher Made Tests; Teaching Methods; *Test Construction; *Two Year College Students; Two Year Colleges

To improve instruction in a community college course on Latin American culture and civilization, an instructor designed three interrelated classroom assessment techniques (CATs) to study student reactions to instructional approaches and student learning strategies. Between 26 and 37 students responded to the assessments. Results from the first CAT validated as useful and effective the instructor's teaching approach through multiple methods to engage students in analyzing and reflecting about course readings. Taken together, responses to the three tests seem to identify a gap in assumptions about student learning strategies (at least for reading course texts) in which the instructor may assume that students engage the text with specific learning techniques, while the students are not actually using these techniques and may be expecting the instructor to initiate or lead them through the learning mathematics items that measured conceptual, rather than procedural, understanding. This hypothesis was explicitly tested using differential item functioning analyses. Results support the hypothesis, although not as strongly as had been expected. An appendix contains the teacher survey. (Contains 3 tables, 1 figure, and 10 references.) (Author/SLD)

ED 431 012 TM 029 844

Belle, Dana
Traditional Assessment versus Alternative Assessment.
PUB DATE- 99
NOTE- 58p.; Master's Thesis, Kean University of New Jersey.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Educational Assessment; *Elementary School Students; Elementary School Teachers; Grade 5; Intermediate Grades; Mathematics; Reading; *Student Evaluation; *Test Format; Test Use
IDENTIFIERS- *Alternative Assessment; Scoring Rubrics

The purpose of this study was to determine whether a teacher can use one type of assessment to evaluate students' abilities fairly. The question is whether or not alternative assessment strategies are necessary to meet students' individual needs. The research, conducted with 28 fifth-grade students, compared their traditional and alternative reading and mathematics scores. Surveys were also distributed to 20 teachers and 100 students. The results indicate that the two types of testing cannot be compared a majority of the time, indicating a need for both types of assessment. The survey findings suggest that teachers and students are individuals who all need various types of assessment. The findings support the hypothesis. Six appendixes contain the teacher and student surveys, traditional scoring grade books, and the mathematics and reading rubrics. (Contains 7 tables and 25 references.) (Author/SLD)

ED 431 013 TM 029 845

Parsons, Jim; Fenwick, Tara
Using Objective Tests To Evaluate.
PUB DATE- 99
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; Evaluation Methods; Foreign Countries; *Objective Tests; *Scoring; Selection; *Test Construction; Test Items; Test Use

This "toolbox" offers suggestions about how and when to create objective tests. Such tests are sometimes a quick way to find out how students are doing, and sometimes they help students focus on what they are doing in class or help teachers define the content that is worth knowing. The following suggestions are offered for developing objective tests: (1) use different types of questions for objective tests (fill-in-the-blank, short answer, multiple choice, true-false, and matching-style); (2) be careful to write clear directions; (3) take tests yourself before giving them to students; (4) if you do make a mistake, give the students the marks; (5) make objective tests easy to grade; and (6) avoid discussing perceived differences or difficulties in class. Objective tests should be used sparingly and carefully, but they sometimes are a useful tool training for the infusion of Telematics into courses, plus the enhancement of training provision via telematics applications. T3 Consortium partners included eight teacher training institutions across eight European countries. Together they researched and developed the infusion of telematics applications into courses, such that good practice with Telematics was modelled in teacher training. Over 6000 teachers and others were trained over the three years of the project. Courses for primary and secondary teachers of science, languages, technology and mathematics are now established within institutional programs, as well as courses for teacher trainers and library staff. In addition, T3 has produced: (1) the T3 Centrum, an interlinked World Wide Web site, to improve access to courses, resources and research; (2) needs analyses for teacher trainers and librarians in the use of multi-media Telematics; (3) an exploitation plan that analyzes the worldwide market for telematics services in teacher training; and (4) research publications and dissemination activities that contribute to the preparation of the education profession's understanding of the information society. T3 has established innovative applications of Telematics in teaching and for good pedagogical practice through a network of user/researchers in universities across Europe. The incorporation of these research findings and the expertise of user/researchers into multidisciplinary research projects to benefit education and training are recommended for future programs. (Author)

ED 430 558   IR 019 698

Tubbs, J. Eric
A Middle School Instructional Technology Study: Assessing Instructional Technology Staff Development and Training Needs Using the Shared Decision Making Process.
PUB DATE- 98
NOTE- 113p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Literacy; Educational Planning; Educational Technology; Grade 6; Grade 7; Grade 8; Middle Schools; Professional Development; Questionnaires; School Surveys; *Staff Development

The purpose of this study was to determine Tapp Middle School's instructional technology staff development needs, determine sustainability and staff development costs, and develop a long-range comprehensive instructional technology staff development action plan. This study also focuses on the student as the customer who deserves access to the best technology available. It purports the notion that instructional technology is not limited to computers but includes any modernized method or device that assists classroom instruction in grade levels six through eight at Tapp. Data collected in this study indicated that there were no statistically significant differences between years of experience and experience with instructional technology. An analysis of subject responses indicates that Tapp Middle School's faculty and staff needs to become familiar with windows based software, multimedia presentations, Internet, stand alone computer and network environments, multitasking, and office software packages. Several recommendations are provided and four exhibits include a staffing plan, bylaws, the instructional technology survey, and survey results. (AEF)

DESCRIPTORS- *Academic Libraries; Accreditation (Institutions); Budgets; Case Studies; *Computer Centers; Computer Software; Costs; Educational Technology; Grants; Higher Education; Information Technology; *Learning Resources Centers; Library Equipment; Library Expenditures; Library Personnel; *Library Planning; Library Services; Long Range Planning; Program Development; Public Relations

This paper describes the organizational scope, structure, and financial approach of a mock university higher education library media center (i.e., an instructional technology center which functions primarily as a curriculum or training support agency). The paper is organized according to objectives in four main categories. The first category is a general overview of the plan, including background and philosophy, goals and objectives, a budgetary plan for a five-year period, a general long-range plan, recommendations identifying what will be needed to achieve the goals, future plans for a five-year time period, written priorities, an administrative flow chart, and an organized plan for grant monies. Print/nonprint hardware and software are addressed in the second and third categories. Related objectives include analysis of current inventory holdings and comparison with state and national guidelines for accreditation, a five-year set of hardware/software goals, expenditure lists of hardware/software that coincide with the five-year plan, specifications for hardware/software to be purchased during the first year, estimates of long-range hardware/software costs, and plans for grant monies. Space, facilities, personnel, resumes, in-service plans, policies, forms (including evaluation), job descriptions, client relationships, public relations, and survival strategies are considered in the fourth category. (AEF)

ED 430 579 IR 057 359

Green, Ann; Dionne, JoAnn; Dennis, Martin

Preserving the Whole: A Two-Track Approach to Rescuing Social Science Data and Metadata.

PUB DATE- 99

NOTE- 55p.

LANGUAGE- English

EDRS Price- MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Access to Information; Archives; Case Studies; Character Recognition; Computer Software; *Data Conversion; Higher Education; *Information Storage; Optical Scanners; *Preservation; Printed Materials; *Social Science Research; Social Sciences

IDENTIFIERS- Data Sets; *Digital Data; Digital Technology; *Metadata; Roper Research Surveys; Statistical Analysis System; Statistical Package for the Social Sciences; Yale University CT

Focusing on the experience of the Yale University (Connecticut) social science data preservation project, this document presents a case study of migration as a preservation strategy, exploring options for migrating data stored in a technically obsolete format and their associated documentation stored on paper. The first section provides background and a project description, an overview of the Yale Roper Collection of public opinion research data sets and paper records, and a summary of the literature search. The following nine steps of the data track are described in the second section: identify equipment; copy files from mainframe-based media to local hard disks; examine documentation; define the column binary format; develop standard variable-naming classifications; read in data with SAS

California Assembly, Senate, and federal government. In summer 1997, Board Focus talks about trustee rights and responsibilities, the dynamics between trustees and district CEOs, and the participation of trustees in regional institutional accreditation. Fall 1997 Board Focus looks at civility and conflict in the boardroom, the role of student trustees in offering important insights on district mission, and the pros and cons of odd or even election years. In Spring 1998, the publication discusses board development as it relates to the public's increased demand for institutional accountability. Also included is an article on campaign finance and community colleges, with a discussion on the impact of Proposition 208 on the nature of campaign funding. Spring 1998's issue contains a survey, intended for reader response, regarding actions taken by various school boards to foster board and trustee education. This issue also provides tips for board presentations. (AS)

ED 430 599 JC 990 265

Campbell, Ralph
Financial Statement Audit Report of Guilford Technical Community College.
PUB DATE- 98
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; *Audits (Verification); College Administration; Community Colleges; *Compliance (Legal); *Educational Finance; *Financial Audits; Financial Policy; Technical Institutes; Two Year Colleges
IDENTIFIERS- *Guilford Technical Community College NC

This report presents the results of the Guilford Technical Community College financial statement audit for the fiscal year ending on June 30, 1998. Guilford Technical Community College is a component of the State of North Carolina, thus the authority to audit is granted by Article 5A of G.S. 147. The accounts and operations of the institution were subject to audit procedures considered necessary to complete the audit work necessary for North Carolina's Comprehensive Annual Financial report (CAFR). In addition, auditing procedures considered necessary to report on the financial statements relating solely to Guilford Technical Community College were also performed. The objectives of the audit were to express an opinion on the financial statements; to present instances of noncompliance (if any) with laws, regulations, contracts or grants; and to present significant deficiencies (if any) in internal control over financial reporting. The tests found the financial statements to present the amounts and disclosures made in accordance with generally accepted accounting principles as described in the Independent Auditor's Report on the Financial Statements. The investigation also revealed that no instances of noncompliance or material weaknesses in internal control over financial reporting occurred which would require disclosure under the Government Auditing Standards. (SKF)

ED 430 600 JC 990 266

Campbell, Ralph
Financial Statement Audit Report of Halifax Community College.
PUB DATE- 98

This presentation describes the entrepreneurial and intrapreneurial strategies being adopted by two Technical and Further Education (TAFE) institutions in Australia, Northern Territory University and the Victoria University of Technology. The similarities are stressed between TAFE institutions, North American community and technical colleges, and Europe's vocational colleges, all of which meet the specific needs of industry, business, and the community. In addition, all three of these systems are currently facing funding cuts from government agencies; government-initiated policy changes; greater competition from both the public and private sector; and demographic shifts that are changing the composition of the student population. In response to these challenges, the TAFE institutions have taken initiatives to maximize their competitive edge in the training market. Some of the entrepreneurial strategies adopted are: (1) establishing strategic alliances with key partners; (2) designing and delivering flexible training packages; (3) identifying industries where little structured vocational training has been implemented; and (4) delivering training services to clients off-shore. In addition, some intrapreneurial strategies have been designed and implemented to put each organization on a more business-like footing, including budgeting for staff development programs, investing in high-quality equipment, and building "live work" simulations into training programs. The authors conclude that the implementation of these business-like practices have had significant short-term benefits in terms of enhanced budgets, physical resources, and staff skills. (CAK)

ED 430 619 JC 990 298

Salzman, Harold; Moss, Philip; Tilly, Chris
The New Corporate Landscape and Workforce Skills: What Firms Want; How They Get It; and the Role of Education, Training and Community Colleges.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Role; *Community Colleges; Educational Change; *Employment; *Job Skills; *Job Training; Labor Force Development; *School Business Relationship; Two Year Colleges
IDENTIFIERS- Employer Needs

This paper presents two policy issues related to the topic of workforce preparation. While changes in the structures and requirement of jobs in the postwar economy have created a need for a more skilled workforce, at the same time, corporations have become increasingly reluctant to invest in training and education for youth and for their own employees. This study examines how such structural changes affect the skills required of workers and the extent to which firms help develop those skills. The authors conducted case studies to learn the corporate restructuring process, how the process impacted workforce skill levels and development, ways that firms developed the skill levels of their workers, and what the resulting implications are for skill development strategies and public policy. The industries chosen for the study were insurance companies and the medical imaging equipment industry, representing service and manufacturing. Among the study's findings is that employers now hire on the basis of a person's of the report presents the available evidence indicating that student retention in the Washington Community and Technical College System is below expectations. Appended is detailed information about student retention as measured through the six indicators. (CAK)

ED 430 638 JC 990 325

The Effect of Race and Ethnic Background on Students' Community and Technical College Experiences. Research Report No. 97-5.
PUB DATE- 97
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; *Educational Environment; *Ethnicity; *Race; Racial Relations; *Student Attitudes; *Student Characteristics; Student Experience; Technical Institutes; *Two Year College Students; Two Year Colleges
IDENTIFIERS- *Washington Community and Technical Colleges

In fall 1996, the Washington State students were asked about the quality of their college experience. The Community College Student Experience Questionnaire (CCSEQ), an in-class survey administered to approximately 13,000 students at 25 participating colleges, asked students about their involvement in college courses and other campus activities, and their perceptions of the institutional climate. Responses indicated that students were 80% white, 7% Asian/Pacific Islander, 4% Hispanic, 2% African American, 2% Native American, and 4% "Other Race." The data suggest that students of all race and ethnic groups experience college alike in the respect that they do not devote much time to their education and to other campus activities, yet they find the college a positive environment. Students of color, however, were more likely to interact with faculty and other students and reported more academic gains and progress than their white counterparts. Some students of color, particularly African-American and Asian-American students, reported a less supportive institutional climate than whites experience. Figures 1-7 indicate amounts of time spent studying, student interaction, job or family obligations that interfere with college work, challenge levels of coursework, and perceptions of learning environment. (AS)

ED 430 639 JC 990 326

Developmental Education Trends in Washington Community and Technical Colleges. Research Report No. 98-1.
PUB DATE- 98
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Basic Skills; Community Colleges; *Developmental Studies Programs; Enrollment; *Student Characteristics; Student Financial Aid; Technical Institutes; *Two Year College Students; Two Year Colleges
IDENTIFIERS- *Washington Community and Technical Colleges

This report focuses on developmental education instruction for state supported students in Washington who lack the skills to perform college-level work, but have skills above the level of adult basic education. It describes overall enrollments, student characteristics, enrollments for subsets that have been identified through data matches, course effort, kinds of

IDENTIFIERS- Canada (West)

This dissertation examines the Office Technology curriculum, which prepares students for the secretarial field, at a community college in western Canada. The study also explores and compares the perceptions of students, instructors, employers and working secretaries regarding the role of the secretary, and looks at the influences that shape students' attitudes and beliefs about the secretarial field as they undergo secretarial training. The methodology used includes document analysis, observation, and interviews. Findings indicate that current tensions exist amongst the instructor, student, and business agendas due to discrepancies between the mechanist curriculum-as-planned and the experiential curriculum-as-lived. The study recommends that the Office Technology curriculum-as-planned be altered to reflect the demands of the modern workplace, emphasizing cognitive skills such as analyzing, evaluating, and decision-making; interpersonal skills such as conflict resolution, cooperation, and coordination; and personal management skills such as self-confidence, integrity, accountability, and adaptability. The study also recommends that the Office Technology curriculum be strengthened by extending both its length and options that are open to its students. It is further suggested that ties to the business community be augmented through implementation of cooperative education programs and professional development opportunities for college staff. Contains more than 80 references. (AS)

ED 430 657 JC 990 345

Gainous, Fred; Williams, Jim; Romine, Robert J.
Shaping Alabama's Two-Year Colleges for the 21st Century: A Report to Governor Don Siegelman.
PUB DATE- 99
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Community Colleges; Educational Change; Educational Finance; Educational Objectives; Educational Planning; Educational Technology; *Job Training; *Labor Force Development; Legislation; Literacy; Program Improvement; *Technical Institutes; Two Year Colleges
IDENTIFIERS- *Alabama

This report, presented by the Alabama Department of Postsecondary Education, proposes suggestions to the governor and legislature that would enhance the possibility of achieving proposed goals for improving workforce education and training services for the people of Alabama. The plan contains three main parts. First, that Alabama's two-year colleges will be organized to deliver high-quality, high-skill, accessible workforce education and training to Alabamians during the 21st century. This requires the 30 colleges to measure performance, teach skills that are demanded in the workforce, make training accessible throughout the state, place a high priority on adult education, and become technologically advanced. Second, Alabama's two-year colleges will maintain close and continuous relationships with employers to ensure high-quality service. To this end, the colleges must understand the labor markets and skill requirements of employers and should create regional advisory councils to achieve the required relationship with employers. Third, Alabama's two-year colleges will work cooperatively with other employment and training agencies to enhance the development of Alabama's workforce. The Alabama Employment Service, the in age from 3 weeks to 9 months at time of entry, with mothers' age ranging from 26 to 43 years. Within the context of the ongoing program, the following assessments were conducted: (1) interaffectivity, through ratings of mother-infant videotaped play; (2) quality of attachment; (3) perinatal vulnerability, through structured clinical interviews with mothers; and (4) infant temperament. Findings indicated that interaffectivity and attachment were significantly correlated for the entire sample and the PV group. Although postnatal maternal illness and prenatal vulnerabilities tended to lower attachment for the group as a whole, those dyads showing higher levels of interaffectivity had higher levels of attachment. Maternal depression symptoms following birth were reported by 27 percent of the subjects; self-report of such symptoms during the first 6 months was correlated to observations at 14 months through the depression variables of the interaffectivity scale. Self-reported depression was negatively related to interaffectivity and attachment, and was related positively to previous pregnancy loss, fertility problems, and C-section delivery. Mothers reporting perinatal depression saw their infants as unusually fussy, difficult, demanding, unadaptable, persistent, and unsociable at 14 months. (Six tables detail findings.) (KB)

ED 430 676 PS 027 589

Eguia, Maria E.
Divergent Perceptions: Parental Acceptance and Adolescents' Psychosocial Adjustment.
PUB DATE- 99
NOTE- 9p.; Poster presented at the Biennial Meeting of the Society for Research in Child Development (Albuquerque, NM, April 15-18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescent Attitudes; Adolescent Development; Emotional Adjustment; *Parent Attitudes; *Parent Child Relationship; Predictor Variables; *Social Adjustment
IDENTIFIERS- *Acceptance; Psychosocial Adaptation

This study examined whether divergent parent-adolescent perceptions regarding parental acceptance predicted adolescent adjustment when the level of parental acceptance (as perceived by the adolescent) was held constant, a methodological and theoretical issue largely ignored by previous research. Subjects were 192 intact, primarily dual-earner families consisting of mothers, fathers, and two adolescent siblings (firstborn children were in 8th, 9th, or 10th grade and had siblings 1 to 4 years younger). The families completed home and telephone interviews regarding adolescent and family functioning. Results of hierarchical regression analyses of their responses suggested that divergent parent-adolescent perceptions of parental acceptance did not predict adolescent adjustment over and above the level of acceptance. The findings suggested that previous research needs to be examined more critically, for they seriously question the interpretability of divergent perceptions when level of acceptance is ignored. (Contains 13 references.) (Author/KB)

ED 430 677 PS 027 597

Lin, Huey-Ling; Taylor, Janet; Gorrell, Jeffrey; Hazareesingh, Nedra; Carlson, Helen L.; Asche, Megan
Early Childhood and Elementary Preservice Teachers' Beliefs.

herself. The study maintains that her parents were not the aggressive advocates that school personnel believed necessary because of their own poor school experiences, lack of skills, and the intimidation of parents inherent in school practices. Luther Arjay had considerable difficulty in completing homework. His mother and school personnel identified the reason for the difficulty and implemented a solution. Mrs. Arjay had a great deal of support from a parent-teacher program sponsored by Lehman College in Luther's fifth grade and was determined to enroll him in the best middle school she could find. The study concluded that the attitudinal changes required to foster the mutual respect necessary to form effective partnerships must be deep and widespread, and must involve transforming the whole school culture. At this school, other reform efforts openly contradicted the effort to foster school-family partnerships. Thus, some families found the door to partnership open, and others found it closed. (Contains 26 references.) (KB)

ED 430 696 PS 027 630

Duncan-Bazil, Lisa; Foster, Sharon L.
The Effects of Social Behavior on Fourth and Fifth Grade Girls' Perceptions of Physically Attractive and Unattractive Peers.
PUB DATE- 99
NOTE- 10p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Albuquerque, NM, April 15-18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Elementary School Students; *Females; Intelligence; Intermediate Grades; Interpersonal Competence; Peer Relationship; *Physical Attractiveness; Popularity; *Social Behavior; *Student Attitudes
IDENTIFIERS- Likability

Despite abundant research relating physical attractiveness and social skill, no studies have systematically assessed the influence of social behavior on perceived attractiveness. This study experimentally investigated how exposure to positive, negative, and neutral childhood behaviors influences ratings of physical attractiveness and other social judgments known to co-exist within the attractiveness stereotype. The study further examined whether social behavior might moderate the effects of attractive or unattractive appearance over time. Participating were 111 Caucasian and 64 Non-Caucasian fourth- and fifth-grade girls, randomly assigned to rate the attractiveness, intelligence, popularity, and likability of either a facially attractive or an unattractive stimulus girl shown in a video still photograph. Participants were then randomly assigned to view the same stimulus girl in a series of 10 videotaped vignettes in which she interacted with a peer in either a positive, negative, or neutral manner. After viewing the videos, subjects completed the rating a second time. The results indicated that attractiveness was highly correlated with judgments of intelligence, popularity, and likability based on photographs prior to exposure to behavior, with correlations ranging from .59 to .77. Further, behavior was a strongly moderating factor in peer judgments. Positive behavior increased and negative behavior decreased ratings of attractiveness and other social judgments regardless of the attractiveness level of the stimulus girl. Neutral behavior frequently had a positive effect on attractiveness ratings and social judgments for the unattractive stimulus girl. (Contains

IDENTIFIERS- *Indicators; *Oregon

This Kids Count report examines statewide trends in the well-being of Oregon's children, focusing on children's health care. The statistical portrait is based on indicators of well-being including: (1) children's insurance coverage; (2) health care access; (3) health outcomes, including immunization rates and early prenatal care; (4) juvenile arrests; (5) teen pregnancy rates; (6) suicide attempts; (7) high school dropout rate; (8) eighth grade reading and mathematics proficiency; (9) child abuse and neglect rate; (10) low birth weight infants; and (11) child care supply. The bulk of the document is comprised of key statewide and county findings on child health care, and general county indicators of well-being. The report also describes state programs designed to expand child health care. Findings indicate that although Oregon has reduced the percentage of children without health insurance since 1990, nearly 10 percent were uninsured in 1998, an increase from 1996. Nearly 25 percent of uninsured children were eligible for insurance through a parent's employer, but parents could not afford the employee's share of the health plan. The availability of health care providers varies greatly across the state, with many families facing additional barriers to health care access, such as lack of transportation. In 1997, 73 percent of 2-year-olds were current for basic immunizations. About 80 percent of infants were born to mothers who had received early prenatal care. In the 1990s, the leading causes of child death were motor vehicle accidents, suicide, cancer, and homicide. Data notes and sources complete the report. (KB)

ED 430 715 PS 027 667

Maine Kids Count 1999 Data Book.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 99
NOTE- 82p.; For 1998 Data Book, see ED 424 930.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Births to Single Women; Child Abuse; *Child Health; Child Neglect; Child Welfare; *Children; Counties; Employed Parents; Employed Women; Family Environment; *Health Insurance; Mental Health; One Parent Family; Poverty; *Social Indicators; Tables (Data); Welfare Recipients; *Well Being
IDENTIFIERS- *Indicators; *Maine

This Kids Count Report details statewide trends in the well-being of Maine's children, with particular focus on child health care access. The statistical portrait is based on a variety of indicators in five areas: (1) child health care access; (2) physical and mental health; (3) community and family environment; (4) social and economic opportunity; and (5) education and learning. Following the data for these areas, the report presents state level trend data, a Maine state profile, county-by-county profiles, 1990 census data, and definitions and sources of data. The report notes that while a brighter economy and tightened eligibility requirements have decreased welfare roles, families getting off welfare may simply be swelling the ranks of the working poor, as evidenced in the increase in numbers of children receiving subsidized school lunches and the decline in jobs paying a livable wage. In addition, the state has seen an increase in child abuse cases, children placed in the care of the state, and in substance abuse. Infant mortality and teen pregnancies are declining.

with Gita Levovna Vygodskaya, Vygotsky's eldest daughter, also a psychologist. There were two foci of the conversation. The first was on the parallels between Vygotsky and Jean Piaget, especially the use of their children as subjects of study. The second focus was on the zone of proximal development, the relationship between studying and development, and its use for diagnosis and teaching. (Contains 19 references.) (KB)

ED 430 734   PS 027 711

Fromboluti, Carol Sue; Magarity, Diane, Ed.; Rinck, Natalie
Early Childhood: Where Learning Begins. Mathematics: Mathematical Activities for Parents and Their 2- to 5-Year-Old Children.
PUB DATE- 99
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cognitive Development; Language Acquisition; *Learning Activities; Learning Processes; *Mathematics Activities; Preschool Children; Preschool Education

Noting children's inclination for things mathematical, this booklet of activities was written to help parents: use home activities to challenge their children's minds; to help parents and children enjoy mathematics; and to help parents ask their children questions that will get them thinking. The activities in the booklet require no special equipment or detailed planning, and can be incorporated into children's daily routines. The activities are intended to promote the learning and development of the "whole child," and build language skills, thinking and problem-solving abilities, social skills, large and small motor development, and general knowledge, as well as mathematics skills. Following directions for proceeding at the child's own pace, the booklet begins with an introduction to the big concepts in mathematics, with some general strategies for helping children learn them. The booklet then presents the suggested mathematics activities for specific areas of the daily routine: "Getting Up in the Morning," "At the Grocery Store," and "Meal Time." Activities in each section are marked as to level of difficulty. The booklet's appendix lists children's books and other resources that deal with different math topics. (HTH)

ED 430 735   PS 027 712

Katz, Lilian G.
Another Look at What Young Children Should Be Learning. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- ng toward deliberate educational variety concludes the paper. (KB)
DESCRIPTORS- *Child Development; *Early Childhood Education; Elementary School Curriculum; Experiential Learning; Learning Activities; Learning Strategies; Preschool Curriculum; Small Group Instruction; Student Projects; Teaching Methods; Young Children

(Claus Oreskov); "For the Right to a Voice and To Be Free: Building Our Own Identity" (Nellys Palomo); "Pacific Women: Experiences with International Networking" (Lynette Cruz, Ulla Hasager); and "Women, Gender Studies and the International Indigenous Movement" (Inger Sjorslev). Contains references, maps, and photographs. (SV)

ED 430 752 RC 021 983

Kealey, Robert J., Ed.
Why Small Catholic Schools Succeed.
PUB DATE- 98
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Catholic Schools; *Classroom Techniques; Computer Uses in Education; Educational Benefits; Elementary Education; Fund Raising; *Multigraded Classes; Planning; Public Relations; *School Administration; *Small Schools
IDENTIFIERS- Sense of Community; Technology Integration

This book grew out of presentations at the 1997 National Catholic Educational Association convention. "Twelve Reasons Why Small Catholic Schools Are Successful" (Donald F. Novotney) and "Advantages of a Small Catholic School" (Wayne A. Pelzel) focus on the advantages and climate of small schools. "Staffing and Scheduling in a Small Catholic School" (Wayne A. Pelzel) emphasizes faculty and staff involvement in planning, and examines the advantages and disadvantages of three basic organizational models: the multiage classroom, the departmental model, and the combination model. "Teaching in a Catholic Multiage Classroom" (Kay Rasmussen Jay) describes the advantages of multiage classes and offers advice on planning, adapting curriculum, and assessment. "Development in the Small Catholic School" (Mary Anderson), "The Development Committee as Ambassador for the Small Catholic School" (Sister Ann Ganley), and "The Need for a Comprehensive Development Program in a Small Catholic School" (Judy Howard) examine the need for, and present examples of, creative approaches to financial development efforts. "Information Technology: A Small Catholic School's Journey" (Kathy A. Garlitz) discusses how one school's recognition that the information revolution is creating a new mode of learning, led it to pursue funding for computers, software, and teacher training. (TD)

ED 430 753 RC 021 984

Henderson, Allison; Daft, Julie; Fong, Pauline
State Title I Migrant Participation Information 1996-97.
SPONS. AGENCY- Department of Education, Washington, DC. Office of the Under Secretary.
PUB DATE- 98
NOTE- 174p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Enrollment; Federal Aid; Federal Programs; *Migrant Education; Migrant Health Services; *Migrant Programs; *Personnel; *State Programs; Summer Programs; Tables (Data); Teacher Student Ratio
IDENTIFIERS- *Migrant Education Program

The Migrant Education Program (MEP) is a federal formula grant to states to provide migratory children aged 3-21 with services broadened support for education reform, and increased funding to public education. Subsequent sections cover broadening the school community; building the technology of NYNSR schools; building school networks for support and accountability; achieving systemic reform through increased school autonomy; expanding successful reform strategies related to student learning, school leadership, and professional development; evaluation and accountability; and matching the funding goals of the Annenberg Challenge. The goals for the last 2 years of the project and beyond are discussed. The last section lists project partners, consultative council members, and central staff. Profiles of schools and school networks provide examples in each section. (TD)

ED 430 769 RC 022 000

Casey, James; Ross, Randy; Warren, Marcia
Native Networking: Telecommunications and Information Technology in Indian Country.
PUB DATE- 99
NOTE- 70p.; Some graphics may not reproduce satisfactorily.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- American Indian Education; *American Indians; Business; Distance Education; Elementary Secondary Education; Federal Indian Relationship; *Financial Support; Information Networks; *Information Technology; *Internet; Resource Materials; *Telecommunications; *Tribal Sovereignty; Tribally Controlled Education; World Wide Web
IDENTIFIERS- Access to Technology; *Native Americans; Networking

This report on the status of telecommunications and information technology in Indian Country was created as a tool for reference, training, planning, and general educational purposes to be used by Native Americans, government policy makers, and others. A background section discusses policy and the current state of Native communities with regard to the use of telecommunications and technology. It offers a guide to the existing legal and regulatory parameters of telecommunications and their implications in relation to Indian law and sovereignty issues. Opportunities available to tribes in the commercial and regulatory arenas are outlined, and implications of telecommunications and technology for Native Americans, both positive and negative, are discussed. A directory of information resources and tools outlines telecommunications and information technology practices in Native communities today and includes funding sources (federal, private, and corporate); current Native American telecommunications projects in the fields of education, community networking, the environment, Geographic Information Systems and Global Positioning Satellite, law enforcement, library and museum services, and telemedicine; and technology-focused Native businesses and organizations. Appendices provide a sample survey from the Office of Technology Assessment report, "Telecommunications Technology and Native Americans," which tribes can use to perform their own technology assessments; a glossary of telecommunications terms; and five additional online references. (TD)

ED 430 770 RC 022 001

Making Change in Mathematics Education: Learning from the Field.
PUB DATE- 98
NOTE- 157p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Educational Assessment; *Educational Change; Elementary Secondary Education; *Mathematics Education; Mathematics Teachers; *National Standards
IDENTIFIERS- *NCTM Curriculum and Evaluation Standards

This book is intended to be used as a tool for teachers, curriculum developers, community members, district administrators, and policy-makers working toward the implementation of the Curriculum and Evaluation Standards for School Mathematics. It is also a source of ideas and a springboard for discussion of the issues involved in making the vision of the curriculum standards. Chapters include: (1) "What Does It Mean to Implement the NCTM Standards?" (Loren Johnson and Geoffrey Mills); (2) "What Mathematics Is Important?" (Karen Graham and Beverly J. Ferrucci); (3) "What Supports Teachers As They Change Their Practice?" (Patricia P. Tinto and Joanna O. Masingila); (4) "What Leadership Models Are Successful in Reform Efforts?" (Joanna O. Masingila and Patricia P. Tinto); (5) "What Is the Role of Parents and Community Members?" (Karen Graham and Loren Johnson); (6) "What Roles Does Assessment Play in Mathematics Education Reform?" (Diana V. Lambdin); (7) "How Can We Strive for Equity and Excellence?" (Loren Johnson); (8) "Why Is Change So Hard?" (Laura Coffin Koch); and (9) "What Have We Learned for the Future?" (Joan Ferrini-Mundy). Contains 46 references. (ASK)

ED 430 788 SE 062 568

Stiff, Lee V., Ed.; Curcio, Frances R., Ed.
Developing Mathematical Reasoning in Grades K-12. 1999 Yearbook.
PUB DATE- 99
NOTE- 298p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Algebra; Cognitive Processes; *Creative Thinking; Elementary Secondary Education; Fractions; *Mathematics Instruction; Measurement; Problem Solving; Professional Development; Statistics; Student Evaluation; *Thinking Skills
IDENTIFIERS- *Mathematical Thinking

This yearbook sharpens the views of mathematical reasoning and its development at all grade levels. Various perspectives about the nature of reasoning and addresses the many issues and concerns involving mathematical reasoning such as how learners reason in mathematics, how communication promotes reasoning, how teachers gather evidence of student reasoning, what curricular approaches can be profitably explored, and what can be done to ensure success in developing reasoning are presented. Chapters include: (1) "Mathematical Reasoning in the Elementary Grades" (Susan Jo Russell); (2) "Developing Mathematical Reasoning in the Middle Grades: Recognizing Diversity" (Carol E. Malloy); (3) "Reasoning by Analogy: A Fundamental Process in Children's Mathematical Learning" (Lyn D. English); (4) "The Nature of Mathematical Reasoning" (Robert J. Sternberg); (5) "Young Children's Mathematical Reasoning: A

Countries--(i) How Introductory Chemistry is Taught at College Level in the Philippines (Marilou Gallos), (ii) Science Teaching Approach in Indonesia (Bambang Irianto), (iii) Saturday Science Classes in South Africa (L. Thapelo Mamiala); (3) New Challenges for Teaching Primary Science Curriculum Units to Undergraduate Students (Barbara Groombridge); (4) Making Judgments about Students' Science Work--Teacher's Concepts and How They Help and Hinder (Ruth Hickey); (5) Postgraduate Courses on the WWW: Teaching the Teachers and Educating the Lecturers (Stephen Kessell); (6) A Constructivist Multimedia Learning Environment: Learning Opportunities for Teachers (Dorit Maor); (7) Hierarchical Integration Cognitive and Affective Objectives in the Instructional Sequence of an Interactive Exhibit (Terence P. McClafferty); (8) An Investigation of Teacher-Student Interactions in Science Classrooms: Using Qualitative and Quantitative Methods (Tony Rickards and Darrell Fisher); (9) How Do We Encourage Higher Level Thinking in Students? (Renato Schibeci, Ruth Hickey, and Wendy Speering); (10) Learning Science through Design and Technology: A Case Study of an Interdisciplinary Approach (Grady Venville, John Wallace, Leonie Rennie, and John Malone); and (11) Learning with Freebody (Registered Trademark): Importance of Student Collaboration (Shelly Yeo, Robert Loss, Marjan Zadnik, and David Treagust). (WRM)

ED 430 810 SE 062 599

Mundry, Susan; Loucks-Horsley, Susan
Designing Professional Development for Science and Mathematics Teachers: Decision Points and Dilemmas.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 99
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Case Studies; *Educational Planning; Elementary Secondary Education; *Faculty Development; *Inservice Teacher Education; Knowledge Base for Teaching; Mathematics Education; *Mathematics Teachers; *Science Education; *Science Teachers; Teacher Improvement; Technology Education

Professional development that aims to transform teaching and build substantial knowledge of science and mathematics content is not a simple task of "design and implement"; rather, it involves remaining alert to the changing context in which professional developers are working, the stages of development teachers move through as they develop new knowledge and skills, and a host of other dynamics at work. Four case studies of professional development are synthesized in this report which discusses those decision points or dilemmas common to the cases. Professional development decisions related to philosophical versus pragmatic focus, depth versus breadth of the teacher target audience, and adoption versus development of curriculum are discussed. A framework for planning and analyzing professional development programs is also presented. (WRM)

ED 430 811 SE 062 601

Haughton, Buzz
Annotated Bibliography of Materials Relating to the Evolution-Creationism Controversy.
PUB DATE- 99
NOTE- 78p.

After." Volumes 7 and 8 provide resources for further study: (7) " A Collection of Primary Sources"; (8) "A Comprehensive Listing of Media for Further Study." The volumes are designed and written to educate the juvenile reader. They contain chronologies, glossaries, source notes, a list of references for further reading, a bibliography to support the historical narrative, and numerous photographs. This volume five explores the unique aspects and events in the period of the Holocaust between June 1943 and May 1945. Its introduction is entitled "Dark Years" and tells of the enactment of the Final Solution' by the Nazis with the destruction of the Jews. Chapters are presented chronologically and are entitled: (1) "July-September 1943 -- They Weren't Humans"; (2) "October 1943 -March 1944 -- We Have No Time"; (3) "March-June 1944 -- Butterflies Don't Live Here in the Ghetto"; (4) "June-September 1944 -- We Didn't Know"; (5) "September 1944-January 1945 -- We Had Been Counted"; and (6) "February-April 1945 -- Nothing but Bread." A chronology of the Holocaust from 1933-1945 is presented. (EH)

ED 430 833   SO 029 552

Ayer, Eleanor H.; Chicoine, Stephen D.
From the Ashes: May 1945 and After. Holocaust Series, Book 6.
  First Edition.
PUB DATE- 98
NOTE- 83p.; Foreword by Dr. Michael Berenbaum. For all eight
  volumes in this series, see SO 029 547-554.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Anti Semitism; Elementary Education; Ethnic Groups;
  Foreign Countries; *Jews; Judaism; Multicultural Education;
  *Nazism; *Religious Discrimination; *Social Studies; World
  History; *World War II
IDENTIFIERS- Germany; *Holocaust

There are eight volumes in this series on the Holocaust. Volumes 1-6 recount the history of the Jewish people in various year groupings: (1) "Ancient 1935"; (2) "September 1935 to December 1938"; (3) "January 1939 to December 1941"; (4) "January 1942 to June 1943"; (5) "July 1943 to April 1945"; (6) "May 1945 and After." Volumes 7 and 8 provide resources for further study: (7) " A Collection of Primary Sources"; (8) "A Comprehensive Listing of Media for Further Study." The volumes are designed and written to educate the juvenile reader. They contain chronologies, glossaries, source notes, a list of references for further reading, a bibliography to support the historical narrative, and numerous photographs. This brief book is sixth in this series on the Holocaust as it is recounted year by year. The reading level is intended for the juvenile reader. This volume six discusses the fate of those Jews who survived annihilation by the Nazis, their further persecution, search for a homeland in Palestine, and hunt for Nazi war criminals. The book also examines other cases of genocide in Bosnia, Rwanda and elsewhere. Its introduction is entitled Collapse of the Third Reich and tells of the fall of the Nazi regime and attempts to cover up concentration camp atrocities in the final days of the war.. Chapters are presented chronologically and are entitled: (1) "May 1945 -- Staring"; (2) "June-November 1945 -- What Will Become of Us?"; (3) "November 1945-October 1946 -- Crimes Against Humanity"; (4) "To July 1949 -- I'm Jewish. I Have a State!"; (5) "Postwar to Today -- No Right to Die in Peace"; (6) "Postwar to Today -- Illusions Shaped One's Hopes"; and (7) "1915 to Today -- Hatred Can Be Nurtured Anywhere." A chronology of the Holocaust from 1933-1945 is

ED 430 852 SO 029 720

Ashmore, Rhea A.
Chinese Kindergarten Education: What We Can Learn. Fastback 422.
PUB DATE- 97
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Comparative Education; Early Childhood Education; *Educational Policy; *Educational Practices; Foreign Countries; Futures (of Society); *Kindergarten; *Preschool Education; Teacher Education
IDENTIFIERS- *China

This fastback examines kindergarten education for three- to six-year-olds in the People's Republic of China. Preschool education, which includes nurseries as well as kindergartens, sets the pattern for all schooling in China but is not an ideal system. Serious flaws have emerged that, unless addressed, will weaken education in China in the future. Such developments in the education system of the world's most populous nation merit the attention of United States and other western nations if the nature of the educative process and its effects on society, economy, and the interconnectedness of the peoples of the world are to be understood. A general overview of Chinese education is given. Succeeding sections delve into various aspects of early childhood education including the curriculum and teacher education. The booklet concludes with a discussion of the social consequences related to Chinese education and implications of the social consequences specifically for preschool education. Contains 16 references. (BT)

ED 430 853 SO 029 728

Bakker, Don
Reluctant Colossus: America Enters the Age of Imperialism. Public Policy Debate in the Classroom. Choices for the 21st Century Education Project. Student and Teacher's Resource Book.
PUB DATE- 98
NOTE- 94p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Blacks; Class Activities; High Schools; *History Instruction; *Imperialism; Learning Activities; *Political Attitudes; *Public Policy; Racial Relations; Simulation; *United States History; Units of Study
IDENTIFIERS- African Americans; Roosevelt (Theodore); *Spanish American War

This packet contains student materials and a teacher's guide. The materials are designed to make complex international issues understandable and meaningful for students. The unit probes the political, moral, and racial issues raised by the Spanish-American War and the acquisition of an overseas empire. Students compare the values and concerns at the turn of the 20th century with the challenges facing U.S. foreign policy today. The teacher's guide contains a suggested day-by-day (for five days) lesson plan and student activities. An optional lesson is given that examines how the changes taking place in U.S. society in the 1890s shaped the U.S. outlook of the world.

Edinburgh.
PUB DATE- 98
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Educational Research; Elementary Secondary Education; Equal Education; Ethnic Groups; Evaluation; Foreign Countries; *Minority Groups; *Research and Development
IDENTIFIERS- *Scotland

This review examines research done and information made available regarding the education of minority ethnic groups in Scotland. Compilers of the review used and commented on available statistical information and Scottish studies relevant to minority ethnic groups and their education at all levels. The intent of the review was to determine whether people from minority ethnic groups living in Scotland receive equitable treatment in the Scottish educational system. The review concludes that some attention has been paid to the development of policies supporting the education of children, young people, and adults from minority ethnic groups. However, there is scant monitoring or evaluation in this area and little major funding to research in this field. Research has been directed more towards raising awareness than towards rigorous investigation. Priorities regarding future research, monitoring, and evaluation are identified. (Contains 212 references.) (MM)

ED 430 875 SO 030 586

Draze, Dianne
The Stock Market Game: A Simulation of Stock Market Trading. Grades 5-8.
PUB DATE- 97
NOTE- 67p.; Illustrated by Mary Lou Johnson
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Basic Business Education; Class Activities; Classroom Techniques; *Consumer Education; *Economics; Educational Games; Intermediate Grades; Junior High Schools; Learning Strategies; *Simulation; *Social Studies
IDENTIFIERS- *Stock Market

This guide to a unit on a simulation game about the stock market contains an instructional text and two separate simulations. Through directed lessons and reproducible worksheets, the unit teaches students about business ownership, stock exchanges, benchmarks, commissions, why prices change, the logistics of buying and selling stocks, and how to select stocks. The guide presents a short simulation that gives students a 5-day taste of trading, along with a longer simulation which sets up the format for following prices on the actual stock market for several months. The unit gives students a varied venue for participation and application of knowledge, skills, and decision-making abilities, while teaching them about the economics and psychology of the stock market. The guide includes information for the instructor and a glossary of relevant terms. (BT)

ED 430 876 SO 030 592

Chapman, Anne
Women at the Heart of War.
PUB DATE- 97

"Seeing the Invisible: Exploring Culture through Objects" (Elizabeth K. Eder); (2) "Seeing through Words: Autobiography and Autobiographical Fiction as Vehicles for Cultural Understanding" (Barbara Finkelstein; Nancy Traubitz); (3) "Seeing through Images: Cultural Learning through Film" (Alan Chalk); and (4) "Seeing through Language: Preparing Second or Foreign Language Learners to Explore Culture" (Corinne Mantle-Bromley). (BT)

ED 430 895 SO 030 642

Brooks, Clifford J.
Opera and the French Revolution. Syllabus for a Series of Graduate Seminars in the MAT In-service Program at Webster University, St. Louis.
PUB DATE- 98
NOTE- 21p.; With contributions from Barbara Barbato and Cyrilla Barr.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Analysis; *European History; Foreign Countries; Higher Education; Inservice Teacher Education; Instructional Materials; Masters Degrees; *Music Education; *Opera; Thematic Approach
IDENTIFIERS- France; *French Revolution; *Literary Models

Created for the Master of Arts in Teaching (MAT) in-service program at Webster University (St. Louis, Missouri), this series of seminars, presented over a 9-day period, focuses on a comparative study of four operas set in the time period of the French Revolution. The operas examined are: (1) Mozart's "Marriage of Figaro" (1786); (2) Beethoven's "Fidelio" (1805); (3) Giordano's "Andrea Chenier"; and (4) Poulenc's "Dialogues of the Carmelites" (1955). In addition to an extensive survey of the philosophical and historical background and events of the French Revolution, participants analyze not only how these operatic works reflect aspects of the period under study but also the relationship between the operas and the literary works upon which each opera is based. Corresponding literary and philosophical materials include Beaumarchais' "The Marriage of Figaro" (1784), a selection of poems by Andre Chenier, Gertrude von le Fort's novelette "The Song at the Scaffold" and its dramatization by Georges Bernanos (1949), and selected writings of Condorcet, Montesquieu, Rousseau, and John Locke. Application to the curriculum also is emphasized. Contains a 21-item bibliography. (Author/BT)

ED 430 896 SO 030 650

North Carolina Social Studies Curriculum 1997.
PUB DATE- 97
NOTE- 121p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Standards; Anthropology; Civics; Economics; Elementary Secondary Education; Geography; History; Political Science; *Public Schools; *Social Studies; State Curriculum Guides; *State Standards; United States Government (Course)
IDENTIFIERS- National Social Studies Standards; *North Carolina

This North Carolina curriculum guide provides a social studies the U.K. Herstories," presents a background to the stories of Afrikan mothers living in the United Kingdom. Chapter 3, "The Herstories of Afrikan Mothers in the United Kingdom," tells the stories of those mothers. Chapter 4, "A Context for the U.S. Herstories," defines the U.S. context of the Afrikan experience by including the construction of the Americas and the holocaust of the indigenous, first nations peoples. Chapter 5, "The Herstories of Afrikan Mothers in the United States," presents these mothers' stories. Chapter 6, "Herstories of Mothers Who Did Not Send Their Children to the Sankofa School," examines the stories of U.S. Afrikan mothers who did not send their children to the Afrikan-centered school. Chapter 7, "An Analysis of the Mother's Experiences," analyzes the stories from an Afrikan-centered perspective. Chapter 8, "Afrikan Intellectualism as a Basis for Institution Building," validates the intellectualism and knowledge of these mothers as a critical part of the continuing attempt to free Afrikan peoples from European control over their spirituality, minds, bodies, energies, and resources. (SM)

ED 430 915 SP 038 497

McIntyre, Alice
Making Meaning of Whiteness: Exploring Racial Identity with White Teachers.
PUB DATE- 97
NOTE- 193p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Action Research; Consciousness Raising; Elementary Secondary Education; Higher Education; Preservice Teacher Education; Racial Bias; Racial Discrimination; *Racial Identification; *Student Teacher Attitudes; *Student Teachers; Teacher Researchers; *Whites

This book presents an inside look at the "white talk" of teacher education students, presenting information from an action research project in which student teachers and faculty explored white racial identity, examined the meaning of whiteness, and confronted the difficulties of thinking critically about race and racism. The book strives to deepen the responsibility of white persons for race relations. Chapter 1, "Multicultural Antiracist Education and Whiteness," links multicultural antiracist education to white racial identity and the system of whiteness. Chapter 2, "Participatory Action Research," describes a research methodology that provided project participants with a way to reflect on white racial identity and the meaning of whiteness. Chapter 3, "Making My Whiteness Public," elaborates on a teacher's personal engagement as a white participant researcher. Chapter 4, "White Talk," Chapter 5, "Constructions of Whiteness," and Chapter 6, "Teacher Image," examine the principal ways that participants illuminated and distorted each other's understandings of the meanings of whiteness. Chapter 7, "Implications for Research and Teaching Practice," discusses the significance of what can be learned by conducting such a project with white female student teachers aimed at making meaning of whiteness. (SM)

ED 430 916 SP 038 498

Brunner, C. Cryss, Ed.
Sacred Dreams: Women and the Superintendency.
PUB DATE- 99
NOTE- 231p.

(150)
DESCRIPTORS- Electronic Mail; Elementary Secondary Education; Graduate Study; Higher Education; *Letters (Correspondence); Student Attitudes; *Teachers; Teaching Methods; *Writing (Composition)
IDENTIFIERS- *Curriculum Theories

This paper discusses a letter writing approach to teaching in which K-12 teachers in a course on curriculum theory identified and developed their reactions to readings in the field of curriculum theory. Students were asked to use e-mail letters to react and respond to some aspect of the assigned readings for the week. They exchanged their letters among each other and brought copies of their letters to class for small group discussions. At two points during the course, the professor conducted a brief evaluation by asking students to write how the course worked for them and to consider what they had done so far. Several students commented about letter writing. The students reported liking the letter writing activity for a variety of social and intellectual reasons (e.g., getting to know other people and their views, receiving feedback, and reflecting on what they had read). All references to the letter writing activities were positive. In a subsequent curriculum theory class, the professor used letter writing again, but changed how it fit into the course evaluation. Once again, all references to letter writing in the evaluation were positive, and it was mentioned much more frequently. (Contains 13 references.) (SM)

ED 430 934 SP 038 516

Rolheiser, Carol; Ross, John A.; Hogaboam-Gray, Anne
Assessment in the Cooperative Classroom: Using an Action Research Enhanced Version of the Train the Trainer In-service Model To Impact Teacher Attitudes and Practices.
SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- 99
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999). Funding also provided by Bertelsmann Foundation.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; Cooperative Learning; Elementary Secondary Education; Evaluation Methods; *Faculty Development; Foreign Countries; *Inservice Teacher Education; Self Efficacy; Self Evaluation (Individuals); *Student Evaluation; Teacher Attitudes; *Teacher Improvement; Teachers
IDENTIFIERS- *Train the Trainer

This research investigated the impact of combining two approaches to inservice teacher education (action research and train the trainer) on teacher attitudes and practices. The inservice developed assessment approaches aligned with cooperative learning instructional approaches. Teachers were introduced to a model of collaborative assessment aimed at improving students' abilities to self-evaluate. A team of five university and school/district personnel conducted a series of three inservice sessions over 4 months. Teams of teachers from several schools were paired, with two teachers attending the first full-day inservice as trainers, working back at the school with their partners (trainees), then attending the

Prearranged Assignments, Tips on Using the System, and Rotary Telephones. Section 3, "Marketing Yourself," explains how to search for open substitute jobs. Section 4, "School Telephone List," lists the telephone numbers for all schools within the MCPS. (SM)

ED 430 953 SP 038 537

Bland, Sandra J.; Hecht, Jeffrey B.
University Faculty Perspectives on the First Year of a Professional Development School Program.
PUB DATE- 96
NOTE- 19p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 4, 1996). For a follow-up paper, see SP 038 538.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; *College School Cooperation; Cooperating Teachers; Elementary Education; Higher Education; Mentors; Preservice Teacher Education; *Professional Development Schools; Public Schools; Student Teachers
IDENTIFIERS- Illinois State University

During the 1995-96 academic year, faculty and administrators in the College of Education at Illinois State University, (Normal, IL) and teachers and administrators from a local school district established a Professional Development School (PDS). A group of 32 of the university's elementary education majors were placed at school sites in the local district to spend their entire last year of education and practice. Students taught on-site within the schools and participated in the day-to-day activities of the classroom under the direction of selected mentor teachers. Researchers studied a number of different aspects of this PDS during the year. Data from interviews with participating university faculty indicated that they were satisfied with the students and the program, and they regarded the program highly, though several critical issues needed to be addressed if the program was to continue and prosper. These issues included the distance and traveling time between the university and the participating district; ways to improve and increase the amount of communication between university faculty, students, and district mentors; the student and faculty workload and ways this workload might be more equitably distributed and scheduled; and ways of providing similar experiences to other on-campus students. An appendix contains the faculty interview questions. Contains 37 references. (SM)

ED 430 954 SP 038 538

Bland, Sandra J.; Hecht, Jeffrey B.
One Year Later: Follow-up on a Professional Development School.
PUB DATE- 97
NOTE- 16p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 17, 1997). For paper on the first year of the Professional Development School, see SP 038 537.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Teachers; *College School Cooperation; Elementary Education; Higher Education; Preservice Teacher

distribution when classified by the 16 personality type combinations, and the distribution was statistically different from the national group. The study group had an unusually large number of introverts and intuitives compared to the national group and an unusually small number of extroverts and sensors. The analysis of the relationship between academic certification area and personality type was not statistically significant. (Contains 31 references.) (SM)

ED 430 972 SP 038 558

Gaines, Gale F.
Focus on Teacher Salaries.
PUB DATE- 98
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Educational Legislation; Elementary Secondary Education; *Teacher Salaries; Teachers
IDENTIFIERS- Cost of Living; Southern Regional Education Board

This report presents teacher salary data from the Southern Regional Education Board (SREB). There is a gap between SREB states' average teacher salaries and the national average. Over the last 5 years, SREB teacher salaries increased by an average of 14.4 percent; the national increase was nearly 2 percentage points lower. Georgia and North Carolina are working to reach the national average teacher salary, but Georgia may fall short this year. Lawmakers provided 6 percent on the state minimum salary schedule for 1998-99, but the percentage of actual raises will be somewhat lower unless local districts give raises on salaries paid above the minimum schedule. North Carolina's pay increases are tied to 1997 reform legislation designed to attract and retain excellent teachers. Louisiana continues working to raise salary averages to the southeastern average, with larger raises going to teachers in low-wealth districts. Increases of 2-3 percent are estimated in Delaware, Kentucky, Mississippi, South Carolina, Tennessee, and Virginia. Teachers in West Virginia will receive $756. Estimates are not available for the other SREB states. When comparing salaries of southern teachers with those in other parts of the nation, cost of living does not make much difference. When looking at actual salaries, only Delaware and Maryland exceed the national average. With cost of living factored in, Delaware and Maryland are the only SREB states in the top third nationally. (SM)

ED 430 973 SP 038 559

Denton, David R.
Focus on Teacher Education in Reading.
PUB DATE- 98
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Early Childhood Education; Educational Legislation; Elementary Education; Elementary School Teachers; Higher Education; Preservice Teacher Education; *Reading Instruction; Teacher Certification; Teacher Competencies; *Teaching Skills
IDENTIFIERS- Georgia; Maryland; North Carolina; Southern Regional Education Board; Texas

Teachers and administrators often note that preservice programs do not prepare future teachers adequately to teach reading. Several Southern Regional Education Board (SREB) states have process. Some implications for instruction are discussed. Five appendixes contain the CATs, results from these tests, a student statement about learning strategies, and some instructor-prepared questions. (SLD)

ED 430 992 TM 029 818

Wang, Jianjun; Turner, Dianne
A Structural Model of Student Career Aspiration and Science Education: The 10th Grade Investigation.
PUB DATE- 99
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Planning; Family Environment; Grade 10; *High School Students; High Schools; Instructional Effectiveness; *Outcomes of Education; Personality Traits; *Productivity; *Science Education
IDENTIFIERS- Longitudinal Study of American Youth; *Structural Modeling

Career aspiration is an important factor articulating student academic preparation and career orientation. On the basis of H. Walberg's educational productivity theory, 10th grade national data from the Longitudinal Study of American Youth have been analyzed to examine structural relations between educational productivity and career aspiration in the context of science education. The data were split into odd- and even-numbered halves, and strong correlations were reconfirmed among factors of educational outcome, motivation, instructional quality and quality, and home and peer environments. In addition, empirical links are found between these factors and student career aspiration. The statistical results are interpreted in terms of contextual information in broad aptitude-attributes, instructional characteristics, and psychological environment categories. (Contains 2 figures, 3 tables, and 29 references.) (Author/SLD)

ED 430 993 TM 029 819

Morrell, Patricia D.; Ackley, Blaine C.
Practicing What We Teach: Assessing Pre-Service Teachers' Performance Using Scoring Guides.
PUB DATE- 99
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; *Educational Assessment; Educational Practices; Evaluation Methods; Higher Education; *Preservice Teachers; Scoring; *Teacher Education; *Teaching Methods
IDENTIFIERS- *Scoring Rubrics

A common method used by states, school districts, teachers, parents, and students to assess learning is through use of a scoring guide or rubric. Instructors in a teacher education setting describe their use of rubrics with preservice teachers for teachers. (SLD)

ED 431 014 TM 029 846

Li, Yuan H.; Ford, Valeria; Tompkins, Leroy J.
The Construct Validity of a Performance-Based Assessment Program.
PUB DATE- 99
NOTE- 44p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Construct Validity; Correlation; Elementary Education; Elementary School Students; Grade 3; Grade 5; Multiple Choice Tests; *Performance Based Assessment; State Programs; *Structural Equation Models; Testing Programs
IDENTIFIERS- Comprehensive Tests of Basic Skills; *Maryland School Performance Assessment Program

The purpose of this study was to examine the construct validity of a performance assessment program, the Maryland School Performance Assessment Program (MSPAP). Based on analyses of the longitudinal associations of Grade 5 MSPAP data in 1996 with Grade 3 MSPAP data in 1994, the following hypothesis was examined: the unattentuated correlation or the group-mean correlation between two similar measures of the same content area is higher than its correlations with different content areas. This hypothesis was not supported. In addition, the results analyzed by structural equation modeling (SEM) of this longitudinal correlation matrix reveal that the SEM model specified by the MSPAP six latent traits was unable to capture the underlying information of this data. Extra factors, such as a general ability and an assessment method effect, may need to be considered for better fitting data. SEM was performed on the multitrait-multimethod correlation data, and the traits of Reading and Mathematics were assessed by MSPAP and the Comprehensive Test of Basic Skills (CTBS). The trait effects of MSPAP reading and CTBS mathematics application may be attenuated by the method effects of the performance-based assessment and the multiple-choice assessment, respectively. (Contains 6 figures, 7 tables, and 19 references.) (Author/SLD)

ED 431 015 TM 029 847

Margerum-Leys, Jon; Kupperman, Jeff; Boyle-Heimann, Kristen
Analytical and Methodological Issues in the Use of Qualitative Data Analysis Software: A Description of Three Studies.
SPONS. AGENCY- Spencer Foundation, Chicago, IL.
PUB DATE- 99
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Coding; *Computer Software; *Data Analysis; *Qualitative Research; *Research Methodology
IDENTIFIERS- *NUDIST Computer Program

This paper presents perspectives on the use of data analysis software in the process of qualitative research. These perspectives were gained in the conduct of three qualitative research studies that differed in theoretical frames, areas of

ED 430 559 IR 019 699

Rogers, Curtis R.
Implementing Technology at Springdale Elementary School: A Case Study.
PUB DATE- 97
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Role; Computer Uses in Education; Curriculum Development; Educational Change; Educational Equipment; Educational Planning; *Educational Technology; Elementary Education; Internet; Library Role; Student Role; Teacher Role
IDENTIFIERS- Access to Technology; Lexington School District 2 SC; *Technology Implementation; Technology Integration; Technology Plans

In 1995, the Lexington County, South Carolina School District 2 began implementing their "Technology Task Force Position Statement" for effectively incorporating technology into the curriculum. This transformed Springdale Elementary School's computer ownership from a few Apple II-E computers for the entire school to one with as many as four Pentium (TM) multimedia personal computers equipped with Internet access and color ink jet printer per class. Implementation began with the philosophy: (1) technology should support district educational goals, (2) technology should provide a platform for student access and advancement in curricular areas, (3) students, faculty members and staff should communicate effectively with each other and enhance information accessibility, (4) the appropriate use of technology should become an integral part of the curriculum, (5) schools should prepare students for the 'world of work' that is driven by technology, and (6) minimum technology standards should be developed for all district schools. This paper describes the roles of managing and implementing this technology change as played by principal, vice principal, media specialist, teachers and students. Also outlines how parents and the community can benefit from the implementation and integration of technology. Basic objectives and principles for effective technology implementation are listed in the conclusion. (AEF)

ED 430 560 IR 019 701

New Tools: Classrooms in Transformation. Videotape .
PUB DATE- 97
NOTE- 0p.; Videotape not available from ERIC.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- Class Activities; Curriculum Development; Educational Change; Educational Development; Educational Practices; *Educational Technology; Student Role; Teacher Role; Videotape Recordings
IDENTIFIERS- Technology Role

This 24-minute videotape explores learning and teaching in classrooms where technology has provided an opportunity for change. In the videotape, actual classroom scenes show new roles and relationships for both students and teachers. Educators reflect on the rewards and challenges of a process that has led to fundamental shifts in classroom practice and structure. Designed to extend awareness of the impact of technology, this videotape can be used to catalyze discussion

(Statistical Analysis System) and SPSS (Statistical Package for the Social Sciences); identify migration formats; recode data files with SAS; and create spread ASCII data files without recoding. The next section addresses the documentation track, including software/equipment, TextBridge Pro optical character recognition software, PDF (portable document format) files from Adobe Capture, and HTML and SGML/XML marked-up files. Findings and recommendations are presented in the fourth section, including user evaluation, findings about data/documentation conversion, and recommendations to data producers. A glossary is included, and support documents are appended. Contains 18 references. (AEF)

ED 430 580 IR 057 360

Strohl, Bonnie, Comp.
Collection Evaluation Techniques: A Short, Selective, Practical, Current, Annotated Bibliography, 1990-1998. RUSA Occasional Papers Number 24.
PUB DATE- 99
NOTE- 30p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Academic Libraries; Annotated Bibliographies; Elementary Secondary Education; *Evaluation Methods; Higher Education; Journal Articles; *Library Collection Development; *Library Collections; Library Material Selection; Public Libraries; Scholarly Journals; School Libraries

This bibliography contains annotations of 110 journal articles on topics related to library collection evaluation techniques, including academic library collections, access-vs-ownership, "Books for College Libraries," business collections, the OCLC/AMIGOS Collection Analysis CD, circulation data, citation-checking, collection bias, collection-centered evaluation, the Conspectus methodology, cost-benefit analysis, cost-per-use, curriculum issues, document delivery, economics collections, electronic resources, faculty issues, health sciences collections, the inductive or Goldhor method, interdisciplinary collections, interlibrary loan, the Internet, the citation frequency impact factor, list-checking, periodicals, public library collections, school library collections, science collections, shelf use, user-centered evaluation, and weeding. (AEF)

ED 430 581 IR 057 361

Hannaford, Claudia; Smith, Ruth S.
Promotion Planning All Year 'Round. Third Edition. CSLA Guide No. 2.
PUB DATE- 95
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Churches; *Libraries; Library Extension; *Library Planning; Library Role; *Library Services; *Public Relations; Religion; Religious Organizations
IDENTIFIERS- *Church Libraries; *Synagogue Libraries; Synagogues

This planning guide for church and synagogue librarians is designed to stimulate ideas for promoting the library. It is

NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; *Audits (Verification); College Administration; Community Colleges; *Compliance (Legal); *Educational Finance; *Financial Audits; Financial Policy; Two Year Colleges
IDENTIFIERS- *Halifax Community College NC

This report presents the results of the Halifax Community College financial statement audit for the fiscal year ending on June 30, 1998. Halifax Community College is a component of the State of North Carolina, thus the authority to audit is granted by Article 5A of G.S. 147. The accounts and operations of the institution were subject to audit procedures considered necessary to complete the audit work necessary for North Carolina's Comprehensive Annual Financial report (CAFR). In addition, auditing procedures considered necessary to report on the financial statements relating solely to Halifax Community College were also performed. The objectives of the audit were to express an opinion on the financial statements; to present instances of noncompliance (if any) with laws, regulations, contracts or grants; and to present significant deficiencies (if any) in internal control over financial reporting. The tests found the financial statements to present the amounts and disclosures made in accordance with generally accepted accounting principles as described in the Independent Auditor's Report on the Financial Statements. The investigation also revealed that no instances of noncompliance or material weaknesses in internal control over financial reporting occurred which would require disclosure under the Government Auditing Standards. (SKF)

ED 430 601 JC 990 267

Campbell, Ralph
Financial Statement Audit Report of Randolph Community College.
PUB DATE- 98
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; *Audits (Verification); College Administration; *Community Colleges; *Compliance (Legal); *Educational Finance; *Financial Audits; Financial Policy; Two Year Colleges

This report presents the results of the Randolph Community College financial statement audit for the fiscal year ending on June 30, 1998. Randolph Community College is a component of the State of North Carolina, thus the authority to audit is granted by Article 5A of G.S. 147. The accounts and operations of the institution were subject to audit procedures considered necessary to complete the audit work necessary for North Carolina's Comprehensive Annual Financial report (CAFR). In addition, auditing procedures considered necessary to report on the financial statements relating solely to Randolph Community College were also performed. The objectives of the audit were to express an opinion on the financial statements; to present instances of noncompliance (if any) with laws, regulations, contracts or grants; and to present significant deficiencies (if any) in internal control over financial reporting. The tests found the financial statements to present the amounts and ability to master a set of skills, rather than on the basis of existing skills. The study comes to the conclusion that encouraging community colleges to play a central role in workforce development poses perplexing issues. Demand-driven solutions for low-level workers and overall educational improvement strategies that depend on demand-side drivers may need to be carefully constructed and targeted rather than widely expanded as the natural extension of high school. Contains 55 references. (VF)

ED 430 620 JC 990 300

Gainous, Fred; Romine, Robert J.; Culverhouse, Renee; Dahl, Debbie
Educating Alabama's Workforce One by One. Chancellor's Annual Report, 1994-1995. 30th Anniversary Edition.
PUB DATE- 95
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Role; *Community Colleges; Educational History; Educational Technology; *Job Training; *Labor Force Development; Program Implementation; *School Effectiveness; School Holding Power; *Technical Institutes; Two Year Colleges
IDENTIFIERS- *Alabama

The report includes a review of the State Board of Education's benchmarks during the last 30 years and describes the policy development of seven institutional effectiveness measures. Progress reports from each of the major areas served by Alabama's community, junior and technical colleges are covered, including: occupational, vocational and career education; college and university transfer programs; and business and industry development training. The role of this college system in providing labor force training is also examined, specifically in the context of pertinent federal and state legislation including the Carl D. Perkin's Vocational and Applied Technology Act, an articulation bill for general studies transfer qualifications, and the Goals 2000 Educate America Act. The system's seven-point student services counseling model, and the Alabama College System's Student Tracking Placement and Follow-Up Plan pilot programs are described as two ways to promote student retention and institutional research. A list of businesses that have partnered with the system is included, and an index of college locations, addresses and presidents is listed. Testimonial statements and anecdotes from several students, graduates, staff and faculty frame the report. (VF)

ED 430 621 JC 990 301

Gainous, Fred; Romine, Robert J.
Institutional Effectiveness. Chancellor's Annual Report, 1993-1994.
PUB DATE- 94
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; *Educational Finance; *Educational Planning; Enrollment; *Institutional Mission; Program Evaluation; Program Implementation; *School Effectiveness; *Technical Institutes; Two Year Colleges

courses taken, and student success. Findings indicate that: (1) in any term, 17% of students are enrolled in at least one developmental course; (2) the typical developmental student is younger and more likely to be attending full-time to complete a degree than are all college students not enrolled in developmental classes; (3) students who receive federal or state financial aid or public assistance, and recent high school graduates, are more likely to take a developmental education course than are students in general; (4) among first-time college students, 33% were enrolled in at least one developmental course; (5) 46% of recent high school graduates attending college for the first time took at least one course; (6) developmental courses comprise about 10% of all state supported courses; (7) math is the area of predominant need in developmental courses; and (8) students who take developmental courses have higher retention rates than those who do not. The remainder of the document provides detailed statistics on enrollment, student characteristics, students receiving financial aid, course effort, and retention. (AS)

ED 430 640 JC 990 327

Access and Success for System Goals for People of Color in Washington Community and Technical Colleges: Fifth Annual Progress Report. Updated January 1999. Research Report No. 98-2.
PUB DATE- 98
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; American Indians; Asian Americans; Blacks; College Faculty; Community Colleges; Educational Objectives; Ethnicity; Hispanic Americans; *Minority Groups; Program Evaluation; Race; *Student Attitudes; *Student Characteristics; *Student Experience; Tables (Data); *Two Year College Students; Two Year Colleges; Whites
IDENTIFIERS- African Americans; Native Americans; *People of Color; *Washington Community and Technical Colleges

This report is designed to monitor the goals and related indicators established in May of 1993 regarding the participation and success of people of color in college. A review of the indicators suggests an increase in commitment to diversity. Colleges continue to provide equitable access to Asian/Pacific Islander, African American and Native American but not Hispanics, although Hispanic student access is improving. Overall, the system is having limited success in improving student progress and completion rates for students of color. Minority students experience a less supportive climate at the colleges than do whites. The diversity of faculty, though much less than the diversity of the student population, continues to grow at the same rate as the student diversity. The five goals and related indicators summarized in Table 1 refer to enrollment diversity, student success, program completion, employment diversity, and institutional climate. The following sections present the sub-goals, indicators, and findings for each of the five main goals. Tables 2-10 provide information on student ethnicity percentages, success rates, trends in access, retention, employment rates and graduation ratios. (AS)

ED 430 641 JC 990 328

Welfare Enrollments in Washington Community and Technical

Alabama Department of Economic and Community Affairs and The Alabama College System are all necessary to support the mission of workplace training. They should work together regionally, and with the governor, to improve coordination among local businesses, universities to achieve their goals. (AS)

ED 430 658 JC 990 346

Autry, George; Williams, Jim
A Report on the Alabama College System Submitted to the State Board of Education by the Task Force for Effectiveness Planning in Postsecondary Education.
PUB DATE- 99
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; Accreditation (Institutions); *Community Colleges; *Decentralization; *Educational Planning; Educational Technology; Faculty Development; *Instructional Effectiveness; Job Training; Student Needs; *Technical Institutes; Two Year Colleges
IDENTIFIERS- *Alabama

This report, developed by the Task Force for Effectiveness Planning in Postsecondary Education, discusses the organization of Alabama's community college, technical college, and training resources, and the colleges' role in workforce development. Increasing institutional efficiency and effectiveness, promoting access to high-skill jobs, and eliminating regional duplication are recommended. The report emphasizes the need for state-of-the-art equipment, technology, and faculty development and training to be in place. The Task Force recommends that the Alabama State Board of Education: (1) mandate that two-year colleges become accredited comprehensive community colleges; (2) organize community colleges under eight regions in a decentralization effort that aims to enhance cost-effectiveness, capacity, flexibility, and responsiveness; (3) provide regional planning and create a direct link between community colleges and with local workforce and economic development requirements; (4) work with regional boards to ensure that workforce training is focused on both statewide priorities and local employer needs; (5) create oversight of the Alabama Community College system by the State Board of Education by removing authority of the Alabama Commission on Higher Education; (6) assess the quality of literacy training; (7) abolish tenure for all new hires; (8) establish and oversee workforce development programs; (9) nurture technological development; and (10) create partnerships in education between Alabama community colleges. (AS)

ED 430 659 JC 990 348

Nelson, Gerald E.
On-line Evaluation: Multiple Choice, Discussion Questions, Essay, and Authentic Projects.
PUB DATE- 98
NOTE- 12p.; Paper contributed to the Teaching in the Community Colleges Online Conference, "Online Instruction: Trends and Issues II" (3rd, Kapiolani Community College, April 7-9, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

PUB DATE- 99
NOTE- 35p.; Paper presented at the Meeting of the American Educational Research Association (Montreal, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Early Childhood Education; Elementary Education; Higher Education; Preservice Teacher Education; *Preservice Teachers; *Self Efficacy; *Teacher Attitudes; Teacher Education Programs; Teaching Experience

This study examined the relationship between preservice teachers' perceived efficacy and their beliefs about teaching and learning. Subjects were 382 preservice teachers enrolled in either an early childhood or elementary teacher preparation program. Statistical analysis of responses to a version of the Gibson and Dembo Teacher Efficacy Scale revealed significant interactions between the two teacher preparation programs, the point where preservice teachers were in their programs (beginning or ending), and their academic major. Several factors differed across programs, including teachers' sense of their ability to work with children from diverse backgrounds and to use behavior management and discipline conceptions, and beliefs regarding their contribution to children's outcomes. Qualitative analyses revealed differences in preservice teachers' beliefs about teaching and learning between different programs and majors. The study identified similar patterns of preservice teachers' sense of efficacy and beliefs across teacher education programs. Preservice teachers' perceived efficacy appears to be associated with some emerging beliefs such as the concept of strong teacher responsibility for children's learning, their perception of their role as teachers, and some teacher characteristics of being stable, productive, positive, and responsible. (The Teacher Attitude Scale used in the study is appended.) (Author/JPB)

ED 430 678 PS 027 598

Saarni, Carolyn
A Skill-Based Model of Emotional Competence: A Developmental Perspective.
PUB DATE- 99
NOTE- 18p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Albuquerque, NM, April 15-18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affective Behavior; *Child Development; Developmental Tasks; *Emotional Development; Emotional Experience; *Emotional Response; *Interpersonal Relationship; Models; *Self Efficacy; Social Development

Defining emotional competence as the demonstration of self-efficacy in emotion-eliciting social transactions, this paper presents a model of emotional competence that explores the factors and skills contributing to the development of a mature emotional response that supports an individual's social goals. The paper first describes the primary contributors to emotional competence, including the self or ego identity, moral sense, and developmental history. The paper then details eight skills that constitute emotional competence: (1) awareness of one's

11 references.) (Author/KB)

ED 430 697 PS 027 634

Deslandes, Rollande; Potvin, Pierre
Autonomy, Parenting, Parental Involvement in Schooling and School Achievement: Perception of Quebec Adolescents.
PUB DATE- 99
NOTE- 21p.; Paper presented at the Annual Conference of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Adolescent Attitudes; *Adolescents; Foreign Countries; *Grades (Scholastic); High Schools; *Parent Child Relationship; *Parent Participation; Parent School Relationship; Parent Student Relationship; *Personal Autonomy; Predictor Variables; Public Schools; *Student Attitudes; Student Motivation
IDENTIFIERS- Parenting Styles; Quebec; Work Orientation

This study examined differences in adolescents' levels of autonomy as a function of parenting and parental involvement practices and the adolescents' year-end grade point averages. Participating were 872 adolescents, with a mean age of 14.45 years, attending 5 French-speaking public high schools in Quebec, Canada. Measures were subjects' general year-end grade point averages, the Student Report of Autonomy, the Student Report of Parenting Style, and the Student Report of Parent Involvement. The findings indicated that adolescents' autonomy and more specifically, work orientation followed by self-reliance and identity, individually contributed to the prediction of school grades. The three parenting style dimensions (warmth, supervision, and psychological autonomy granting) and one parental involvement dimension (affective support) showed a positive relationship with work orientation. Parent-adolescent interactions on daily school matters were negatively related to autonomy and work orientation. Parental warmth had a direct relation, through autonomy and two of its dimensions, on school grades, work orientation, and self-reliance, whereas psychological autonomy granting and affective support had both a direct and an indirect effect. Supervision was found to partially mediate the link between work orientation and school grades. Findings lend support to the importance of considering autonomy and at least two of its dimensions, work orientation and self-reliance, in the study of parenting and parental involvement practices in relation to school grades. (Contains 27 references.) (Author/KB)

ED 430 698 PS 027 635

Kean, June
Children's Temperaments and Their Relation to Behaviour and Emotion across Different Contexts.
PUB DATE- 99
NOTE- 16p.; Paper presented at the Early Childhood Council Annual Conference (Rotorua, New Zealand, April 29-May 2, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affective Behavior; *Child Behavior; Comparative Analysis; *Context Effect; Early Childhood Education;

With regard to access to child health care, the report shows that the state still has at least 1 in 10 children without health insurance coverage, that these children are more at risk of poor health consequences than are low-income but privately-insured children, and that free and low cost health insurance for children is available through the State Children's Health Insurance Program. (HTH)

ED 430 716 PS 027 668

Caring for Our Children: Our Most Precious Investment.
PUB DATE- 98
NOTE- 116p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Child Welfare; *Children; *Day Care; Early Childhood Education; Government Role; Legislation; *Public Policy; State Action; State Government; State Programs
IDENTIFIERS- Affordability; Availability (Programs and Services); California; Child Care Costs; *Child Care Legislation; *Child Care Needs; Day Care Quality; Day Care Regulations

Child care has become a central issue to most Californians and is increasingly important to policymakers. The Little Hoover Commission examined child care in California, focusing on the long-standing competition between the quantity of services available and the quality of services provided. Information was obtained from an advisory committee of over 100 child care experts, from witnesses at two public hearings, numerous studies on child care issues, material gathered from think tanks, and interviews of child care experts. Four major conclusions and recommendations were drawn from the data. First, California lacks and needs an effective strategy to supply the high-quality child care that working families need. The state should adopt a child care master plan to guide its efforts to help families and communities meet child care needs. Second, shortages of licensed child care extend statewide and are especially severe in low-income, rural, and minority communities. The state should set a goal of expanding child care capacity so all Californians have access to services. Third, the subsidized child care system serves a fraction of eligible families and services are not well-matched to community needs. There should be sufficient funding for subsidized child care and the system should be fundamentally reformed. Fourth, state policies and other factors subvert the goal of assuring all children high-quality care and early education opportunities. The state should undertake a broad-based effort to improve the quality of child care and expand early education opportunities. (Two appendices list advisory committee members and public hearing witnesses. Contains approximately 50 references.) (KB)

ED 430 717 PS 027 669

Gruenewald, Anne
Forging Collaborative Partnerships: The Waterloo Neighborhood Project.
PUB DATE- 98
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; Case Studies; *Child Welfare;

IDENTIFIERS- Academic Pressure; ERIC Digests; Project Approach (Katz and Chard)

This Digest addresses the question of what young children should be learning that will best serve their development and learning in the long term. Two major dimensions of development--normative and dynamic--are explored, and four categories of learning goals are discussed: (1) knowledge; (2) skills; (3) dispositions; and (4) feelings. The view that children learn most effectively when they are engaged in interaction rather than in receptive or passive activities is presented. The digest also discusses the risks of early academic instruction and the need for a variety of teaching methods and informal learning environments. An intellectually oriented approach in which children work together in small groups to explore their environment is recommended. (LPP)

ED 430 736 PS 027 727

Jiao, Ziyi
Which Students Keep Old Friends and Which Become New Friends across a School Transition.
PUB DATE- 99
NOTE- 14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Albuquerque, NM, April 15-18, 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary School Students; Emotional Adjustment; *Friendship; Intermediate Grades; Interpersonal Competence; *Junior High School Students; Junior High Schools; Peer Relationship; Student Adjustment
IDENTIFIERS- *Stability (Social Relationships); *Transitional Activities

This study was designed to examine the relative importance of several determinants of children's friendship stability: friendship quality, friendship reciprocity, and children's individual characteristics. Also examined were changes in students' friendships across the junior high transition. Measures of friendship and school adjustment were obtained three times across the junior high transition (spring of sixth grade, fall of seventh grade, and spring of seventh grade) from 101 students. Friendship quality and reciprocity were the most important determinants of friendship stability. Students higher in social competence also had more stable friendships. However, the importance of the determinants varied depending on whether friendship stability was measured within a school year or across school years. In addition, children seemed to be choosing their new friends based on different criteria at different times across the transition to a new school. (Author)

ED 430 737 RC 021 501

Lindauer, Owen
Not for School, but for Life: Lessons from the Historical Archaeology of the Phoenix Indian School. Office of Cultural Resource Management Report #95.
SPONS. AGENCY- National Park Service (Dept. of Interior), Phoenix, AZ. Southern Arizona Group Office.
PUB DATE- 97
NOTE- 58p.; For detailed archaeological report, see ED 426 820. "With a foreword by Peterson Zah and a contribution by Todd Bostwick."

that address special needs resulting from continual educational disruption. Services can be instructional or supporting, such as social work and health. This report summarizes MEP participation information provided by state education agencies for the 1996-97 school year. Chapter 1 is an overall summary of MEP participation and staffing. Findings include: (1) in 1996-97, the number of eligible migrant children increased 5% to 734,884, based on a 12-month count; (2) students actually receiving program services decreased from the previous year during the regular term but increased significantly during the summer term; (3) the program served more children in grades 1-6 than in any other grade span; (4) staffing increased in both terms, but the increase in summer-term staff was not in proportion to the student increase by grade; and (5) the ratio of participants to instructional staff was much higher in the regular term than in the summer term. Chapter 2 contains individual state profiles and the District of Columbia, with comparisons to national data. For each state, two pages of tables and graphs present child counts, participants by race/ethnicity and grade span, percentage of migrant students receiving each service, staffing information, projects by term type, and information on MEP extended-time projects and schoolwide programs incorporating MEP funds or services. Appendices list states not providing MEP services by term and year and include the reporting form. Contains 29 data tables and 8 figures. (TD)

ED 430 754 RC 021 985

Keegan, Marcia
Pueblo Girls: Growing Up in Two Worlds.
PUB DATE- 99
NOTE- 48p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Creative Works (Literary and Dramatic) (030),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Indian Culture; Biographies; Children; Childrens Literature; *Cultural Maintenance; Family Life; *Females; *Nonformal Education; Oral Tradition; Photographs; *Pueblo (People); *Social Life
IDENTIFIERS- Ceremonies; New Mexico

This book portrays San Ildefonso Pueblo on the east bank of the Rio Grande river in New Mexico through the lives of Sonja, age 10, and her sister Desiree, age 8. Growing up in San Ildefonso Pueblo, the girls enjoy the same activities as other American girls, such as basketball, cheerleading, playing video games, and sending e-mail. But they also learn their Indian heritage. Their family preserves a central place for traditional customs, prayers, and reverence for the natural world. The girls speak their native Tewa language, listen to tribal stories, and learn traditional pottery-making and bread-baking from their mother and grandmother. Both girls have been dancing at Pueblo ceremonial dances since they were 2 years old. The dances are silent prayers that have been practiced for 10,000 years. The girls practice often and follow strict rules for ceremonial dance preparations. Fifty-four color photographs provide a personal tour of Sonja and Desiree's lives, including their pueblo, school, home, family activities, the Pueblo village at Bandelier National Monument (abandoned since the 1500s), and ceremonial dress and dance. The girls are proud of their Indian heritage and plan to pass it on to their children. The book is a reflection on the rewards and challenges of keeping traditional culture alive in the modern world. (TD)

Wilmore, Elaine L.
Counselors and Principals, a Team Effort: Small/Rural Schools in Texas.
PUB DATE- 93
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Counselor Role; Educational Cooperation; Elementary Secondary Education; Interprofessional Relationship; Job Performance; *Principals; *Rural Schools; *School Counselors; *Small Schools
IDENTIFIERS- *Counselor Administrator Relationship; Counselor Effectiveness; Texas

Principals from small and rural elementary, middle, and high schools in Texas participated in a 3-year study of the role of the school counselor and the extent of collaborative efforts between counselors and principals. Principals reported a strong dependence on the assistance their counselors provided, often crediting them with assuming the duties of an assistant principal. Most counselors were responsible for the school's testing program and for coordinating student services with community agencies. Counselors were reported as being good listeners; giving good guidance; and being positive and supportive to students, teachers, families, and principals. Counselors provided a thermometer of campus morale in a nonthreatening manner. Principals expressed regret concerning activities that diverted counselors from individual student counseling, such as extra administrative duties, testing, student college preparatory work, and paperwork. When asked about expanding counselors' role, most principals felt their counselors were overextended as it was. Most principals without counselors reported that they assumed the counselor role, and all felt their schools suffered for the deficit. Conclusions from the study were that counselors were in high demand; they assisted principals with many noncounseling duties; and if noncounseling activities were eliminated or redirected to other staff, counselors would have more time for student counseling, which would lead to greater job satisfaction and student productivity. Due to financial constraints, the prognosis is not good for additional help for either principals or counselors; therefore, fostering and developing the relationship between them is critical. (TD)

ED 430 771 RC 022 002

Bartley, Sandy; Sutton, Robin; Swihart, Steve; Thiery, Tim
Cultural Perspectives at Goshen Middle School: Examination of Internal and External Factors That Affect Hispanic Student Achievement.
PUB DATE- 99
NOTE- 26p.; Contains some color graphics that may not copy adequately.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Bilingual Teachers; Classroom Environment; Equal Education; Ethnic Bias; Family School Relationship; *Hispanic Americans; *Limited English Speaking; Middle School Students; Middle Schools; *Parent Attitudes; Qualitative Research; Spanish Speaking; *Student Attitudes; Teacher Attitudes; Teacher Behavior; *Teacher Student Relationship

Psychological View" (Eileen P. Tang and Herbert P. Ginsburg); (6) "Reasoning about Operations: Early Algebraic Thinking in Grades K-6" (Deborah Schifter); (7) "Teaching Fractions: Fostering Children's Own Reasoning" (Constance Kamii and Mary Ann Warrington); (8) "Developing Mathematical Reasoning within the Context of Measurement" (Kay McClain, Paul Cobb, Koeno Gravemeijer, and Beth Estes); (9) "Mathematics Is for the Birds: Reasoning for a Reason" (Phyllis Whitin and David Whitin); (10) "Mathematical Reasoning during Small-Group Problem Solving" (Alice F. Artzt and Shirel Yaloz-Femia); (11) "Developing Students' Algebraic Reasoning Abilities" (Carole Greenes and Carol Findell); (12) "Innovative Tasks to Improve Critical--and Creative--Thinking Skills" (Stephen Krulik and Jesse A. Rudnick); (13) "Understanding Students' Probabilistic Reasoning" (Graham A. Jones, Carol A. Thornton, Cynthia W. Langrall, and James E. Tarr); (14) "Analyzing Mathematical Reasoning in Students' Responses across Multiple Performance Assessment Tasks" (Dominic Peressini and Norman Webb); (15) "Mathematical Reasoning: In the Eye of the Beholder" (Peggy House); (16) "The Language of Quantification in Mathematics Instruction" (Susanna S. Epp); (17) "Mathematics Journal Articles: Anchors for the Guided Development and Practice of Reasoning Skills" (Robert Gerver); (18) "Teaching and Assessing Statistical Reasoning" (Joan B. Garfield and Iddo Gal); (19) "Mathematical Reasoning and Educational Policy: Moving Beyond the Politics of Dead Language" (William F. Tate and Howard C. Johnson); (20) "Adventures in Mathematical Inquiry" (Gail Boldt and Aaron Levine); (21) "Using Short Questions to Develop and Assess Reasoning" (William M. Carroll); (22) "Helping Elementary and Middle Grades Preservice Teachers Understand and Develop Mathematical Reasoning" (George W. Bright); and (23) "Twenty Questions about Mathematical Reasoning" (Lynn Arthur Steen). (ASK)

ED 430 789 SE 062 570

Masalski, William J.
How To Use the Spreadsheet as a Tool in the Secondary School Mathematics Classroom. Second Edition (for Windows and Macintosh Operating Systems).
PUB DATE- 99
NOTE- 81p.; Accompanying two diskettes not available with ERIC copy.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Algebra; *Computer Uses in Education; Educational Technology; *Equations (Mathematics); Mathematics Activities; *Mathematics Instruction; Secondary Education; *Spreadsheets; Statistics

This book seeks to develop, enhance, and expand students' understanding of mathematics by using technology. Topics covered include the advantages of spreadsheets along with the opportunity to explore the 'what if?' type of questions encountered in the problem-solving process, enhancing the user's insight into the development and use of algorithms, allowing students to see a progression of calculations, and more. (ASK)

ED 430 790 SE 062 571

LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Biological Influences; *Controversial Issues (Course Content); *Creationism; Ecology; Educational Resources; Elementary Secondary Education; *Evolution; *Science Education

In examining the literature on materials relating to the evolution-creationism controversy, it was found that there have been no comprehensive bibliographies compiled since the early 1980s. This paper presents an annotated bibliography on the creationism-evolution controversy including materials published or made available since 1980. (ASK)

ED 430 812 SE 062 602

Groping and Hoping for a Consensus on Calculator Use.
PUB DATE- 99
NOTE- 18p.; "Mathematics Education Dialogues" is published as a supplement to the NCTM "News Bulletin."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Calculators; *Educational Technology; Elementary School Mathematics; Elementary Secondary Education; *Mathematics Instruction; Secondary School Mathematics

This issue of Mathematics Education Dialogues focuses on the use of calculators in the mathematics classroom. The eleven articles on this theme include: (1) "Groping and Hoping for a Consensus on Calculator Use" (Zalman Usiskin); (2) "Let's Abolish Pencil-and-Paper Arithmetic" (Anthony Ralston); (3) "Do We Need Calculators?" (Kim Mackey); (4) "How Our Readers Feel about Calculators" (Cynthia Ballheim); (5) "The Research Backs Calculators" (Donald Dessart, Charleen M. deRidder, and Aimee J. Ellington); (6) "Ensuring That All Children Are Powerful Technology Users" (Charlene Morrow); (7) "A Calculator Tour around Canada and the United States" (Johnny Lott); (8) Questioning the Use of Calculators in the Elementary Grades" (Frank Wang); (9) "Calculators at the Elementary School Level? Yes, It Just Makes Sense" (Randall I. Charles); (10) "Tools for Mathematical Understanding in Middle School" (Perry Montoya and Vicki Graber); and (11) "A Revolution in My High School Classroom" (Gail Burrill). The final article is from an excerpted paper by Lars-Eric Bjork and Hans Brolin entitled "An Attempt in Sweden at Consensus." (ASK)

ED 430 813 SE 062 603

You Can Help Your Child with Math: Ten Fun and Easy Tips.
PUB DATE- 97
NOTE- 17p.; Colors may not photograph well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Arithmetic; Computation; Elementary Education; *Elementary School Mathematics; *Mathematics Activities; *Mathematics Education; *Parent Participation; *Parents as Teachers; Relevance (Education)

This booklet presents 10 easy fun tips for parents to help their children build self-confidence by making them aware of the mathematics all around. These 10 activities were developed to presented. (EH)

ED 430 834 SO 029 553

Shulman, William L., Comp.
Voices and Visions: A Collection of Primary Sources. Holocaust Series, Book 7. First Edition.
PUB DATE- 98
NOTE- 83p.; For all eight volumes in this series, see SO 029 547-554.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Anti Semitism; Elementary Education; Ethnic Groups; Foreign Countries; *Jews; Judaism; Multicultural Education; *Nazism; *Primary Sources; Religious Discrimination; *Social Studies; World History; *World War II
IDENTIFIERS- Germany; *Holocaust

There are eight volumes in this series on the Holocaust. Volumes 1-6 recount the history of the Jewish people in various year groupings: (1) "Ancient 1935"; (2) "September 1935 to December 1938"; (3) "January 1939 to December 1941"; (4) "January 1942 to June 1943"; (5) "July 1943 to April 1945"; (6) "May 1945 and After." Volumes 7 and 8 provide resources for further study: (7) " A Collection of Primary Sources"; (8) "A Comprehensive Listing of Media for Further Study." The volumes are designed and written to educate the juvenile reader. They contain chronologies, glossaries, source notes, a list of references for further reading, a bibliography to support the historical narrative, and numerous photographs. the juvenile reader. This volume seven is both a source book for books 1 through 6 of the series and a collection of documents and eyewitness testimonies that tells the story of the Holocaust. Most of the first-person testimonies were collected through interviews specifically for this book and have never been published before. Chapters are presented to correlate with each of the previous volume of the series including: (1) "The Rise of Nazism (to August 1935)"; (2) "Smoke to Flame (September 1935-December 1938)"; (3) "The Blaze Engulfs (January 1939-December 1941)"; (4) "A Firestorm Unleashed (January 1942-June 1943)"; (5) "Inferno (July 1943-April 1945)"; and (6) "From the Ashes: Liberation and After." A chronology of the Holocaust from 1933-1945 is presented. (EH)

ED 430 835 SO 029 554

Shulman, William L., Comp.
Resource Guide: A Comprehensive Listing of Media for Further Study. Holocaust Series, Book 8. First Edition.
PUB DATE- 98
NOTE- 83p.; For all eight volumes in this series, see SO 029 547-553.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Anti Semitism; Bibliographies; Elementary Education; Ethnic Groups; Foreign Countries; *Jews; Judaism; Multicultural Education; *Nazism; *Primary Sources; Reference Materials; Religious Discrimination; *Social Studies; World History; *World War II
IDENTIFIERS- Germany; *Holocaust

There are eight volumes in this series on the Holocaust. Volumes 1-6 recount the history of the Jewish people in various year groupings: (1) "Ancient 1935"; (2) "September 1935 to December 1938"; (3) "January 1939 to December 1941"; (4) "January 1942

Topics of the lesson plan are: (1) the values of the era through the voice of Theodore Roosevelt; (2) the attitudes of the contemporary African-American community toward imperialism, racism, and the contributions of black soldiers; (3) the issues confronting the United States at the close of the Spanish-American War; (4) the leading values influencing U.S. public opinion in the fall of 1898; and (5) the long-term consequences of U.S. involvement in the Caribbean and the Philippines. Two concluding optional lessons add a further dimension. The first pulls students into the controversies stirred by Rudyard Kipling's "The White Man's Burden" and the poetic rebuttals that followed. The second probes the groundbreaking historical evidence about the sinking of the "Maine" featured in the study of Admiral Rickover. The guide also outlines an alternative 3-day lesson plan. (BT)

ED 430 854　　　　SO 029 730

Schukar, Ron; Singleton, Laurel; Parisi, Lynn
Service Learning in the Middle School Curriculum: Supplement.
SPONS. AGENCY- Corporation for National Service.
PUB DATE- 98
NOTE- 82p.; For resource book, see ED 413 278.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Citizenship Education; Community Services; Curriculum Development; Ecology; Environmental Education; *Interdisciplinary Approach; *Middle Schools; *School Community Programs; *Service Learning; Social Studies; *Student Participation

This supplement contains five unit summaries on service learning that were developed during the 1996 summer institutes conducted by the Social Science Education Consortium (SSEC) for teams of middle school teachers selected from the western United States. Each unit summary in the supplement has been developed to correspond in style to unit summaries provided in SSEC's publication, "Service Learning in the Middle School Curriculum: A Resource Book," which was developed from SSEC's National Science Foundation funded project on service learning. The units selected for this supplement represent a variety of topics areas and curriculum enhancements: (1) "ACHES (Adolescent and Community Health Education Squad)"; (2) "Earth Inc."; (3) "Student Action for the Environment (SAFE Project)"; (4) "Trash Bashers"; and (5) "Where's Waldport?" The supplement notes that the units include more language arts and mathematics involvement than the units in the original book. In addition, the supplement also presents other ideas linking language arts and service: (1) "Biographies"; (2) "Novels for Young People"; (3) "Poetry"; (4) "Reading to Younger Children"; (5) "Research Papers"; and (6) "Writing/Speaking." The supplement concludes with a list of current resources on service learning published since SSEC's original book was completed in 1996. (BT)

ED 430 855　　　　SO 029 731

Barr, Stewart
Tapestries: Exploring Identity and Culture in the Classroom.
PUB DATE- 97
NOTE- 158p.
LANGUAGE- English

NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Historical Materials (060)
DESCRIPTORS- Class Activities; *Cultural Context; European History; *Females; Foreign Countries; History Instruction; Learning Activities; Secondary Education; *Sex Role; *Social History; Social Studies; *United States History; Units of Study; Womens Studies; *World War II
IDENTIFIERS- China; National History Standards; *Womens History

This unit of study explores the experiences and the role of women during World War II. The unit can serve as an introduction or supplement to commonly taught topics such as Nazism in Germany, the Holocaust, the "home front," the USSR's Great Patriotic War, and the struggle between Nationalists and Communists in China. It begins with an overview and rationale, followed by the unit context and correlation to the National History Standards. Five unit objectives are outlined, lesson plans and introductory activities are described, and a table of relevant dates is provided. The unit then presents four lessons: (1) "The Impact on Women"; (2) "The Influence of Both the War and Cultural Views about Women on American Women's Employment"; (3) "Conditions That Militated for and against Gender Equality in the Soviet Combat Forces"; and (4) "The Importance of Social Context in Women's Attitudes about and Participation in the War: China as a Case Study." Each lesson contains teacher background materials, class activities, and primary sources. An 18-item bibliography concludes the unit. (Contains 18 references.) (BT)

ED 430 877   SO 030 593

Aghaie, Kamran Scot
The Crusades from Medieval European and Muslim Perspectives. A Unit of Study for Grades 7-12.
PUB DATE- 98
NOTE- 75p.; For a related document, see SO 030 594.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Christianity; Class Activities; *Cultural Context; *European History; Foreign Countries; History Instruction; *Islam; Islamic Culture; Learning Activities; *Medieval History; *Middle Eastern History; Middle Eastern Studies; Muslims; Secondary Education; Social Studies; Teaching Guides; Units of Study
IDENTIFIERS- *Crusades; Islamic Countries; National History Standards; Roman Catholic Church

This unit of study seeks to supplement the information presented in world history textbooks about the Crusades. The Crusades were instigated by the call for "holy war" against Muslims by Pope Urban II in 1095 and spanned several centuries. The unit notes that usually the depth and breadth of coverage varies substantially, and the Crusades are usually taught as a component of medieval European history, without allowing for a more holistic approach which would include other perspectives. The unit provides students with primary documents that allow them to practice analytical skills by scrutinizing the uninterpreted texts on their own. New perspectives are offered framework for grades K-12. Divided into overview, introduction, primary, elementary/middle, and high school sections, the guide outlines a purpose and philosophy, framework goals, rationale for social studies in the curriculum, content overview (for the disciplines of history, geography, economics, political science, anthropology, psychology, and sociology), rationale for content organization, North Carolina social studies recommended content sequence, skills in the social studies curriculum, and social studies K-12 program framework. The guide states that the goals and objectives of the framework parallel the national social studies curriculum standards and reflect the national content standards for history, geography, civics and government, and economics. These goals and objectives provide guidance for implementing the strands for each of the social science disciplines within the subject framework. The guide also explains that the social studies framework identifies four skills that are to be taught within the context of applying knowledge. Students are given numerous opportunities to practice, refine, and apply the following broad skills through a sequentially developed K-12 program: (1) acquisition of information from a variety of sources; (2) use of information for problem solving, decision making, and planning; (3) development of skills in interpersonal relationships and social participation; and (4) promotion of civic participation. An instructional model for the natural integration of content and skills for each of the four skills is identified and elaborated upon and specific examples are provided. (BT)

ED 430 897   SO 030 655

Visual & Performing Arts: Proficiency Standards. PASS Project.
PUB DATE- 98
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Standards; Art Education; Benchmarking; Competence; Dance Education; Drama; *Fine Arts; High Schools; Higher Education; Music Education; Performance Based Assessment; Performance Tests; Prerequisites; *Public Schools; *State Standards; *State Universities; *Visual Arts
IDENTIFIERS- Oregon University System

This document outlines the proficiencies in the visual and performing arts that students should demonstrate for admission to the Oregon University System (OUS) of institutions beginning in the Fall of 2004. The Proficiency-based Admission Standards System (PASS) has identified six proficiency areas and the performance criteria for determining proficiency. The first four proficiencies focus on the ability to understand, interpret, and appreciate the arts. The fifth represents ability to exhibit skill in one of the four disciplines of the arts: drama, visual arts, music, and dance. The last describes ability to analyze artistic works. Students from Oregon public high schools may demonstrate proficiency by: (1) meeting designated scores on local tests and (2) producing work that is compiled into collections of evidence. Teachers evaluate this body of work by comparing it with the standards. Only one level of performance is described since assessors make a single judgment that the student's work does or does or does not meet the standards for admission. The standards also may be used by teachers to plan instruction and assessment for high school art students. (MM)

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Blacks; Career Choice; Elementary Secondary Education; *Equal Opportunities (Jobs); Feminism; Hispanic Americans; Minority Groups; *School Administration; *Sex Discrimination; Sex Fairness; *Superintendents; *Women Administrators

This book pulls together leading scholars who focus on the topic of women as superintendents. The four parts include 13 chapters. Part 1, "Crawling Through the Window of a Dream--Surveying the Terrain," includes (1) "'Turning Out the Ladies': Elected Women Superintendents and the Push for the Appointive System, 1900-1935" (Jackie M. Blount) and (2) "Women and the Superintendency: What Do We Really Know?" (Marilyn Tallerico). Part 2, "'Do It Anyway'--Gaining Access," includes (3) "The Role of Search Consultants in the Career Paths of Women Superintendents" (Estelle Kamler and Charol Shakeshaft); (4) "Power, Gender, and Superintendent Selection" (C. Cryss Brunner); (5) "Climbing Hills and Mountains: Black Females Making it to the Superintendency" (Judy A. Alston); and (6) "Seeking and Selecting Hispanic Female Superintendents" (Flora Ida Ortiz). Part 3, "'Small but Brilliant' - Living the Life," includes (7) "The First Years: What Should a Female Superintendent Know Beforehand?" (Barbara Nelson Pavan); (8) "Redefinition of Self: Mexican-American Women Becoming School Superintendents" (Sylvia E. Mendez-Morse); (9) "Getting Inside History - Against All Odds: African-American Women School Superintendents" (Barbara L. Jackson); and (10) "Dancing in Red Shoes: Why Women Leave the Superintendency" (Cynthia Beekley). Part 4, "'One's True Song'-- Authenticating Research," includes (11) "'Back Talk' from a Woman Superintendent: Just How Useful is Research?" (C. Cryss Brunner); (12) "A Feminist Poststructuralist Account of Collaboration: A Model for the Superintendency" (Margaret Grogan); and (13) "Thoughtful Practice: Responding with Questions from the Superintendency" (Debra Jackson). (SM)

ED 430 917 SP 038 499

Lee, John Y.
Using High-Stakes Test Scores To Provide Outstanding Responsive Teachers to Disadvantaged Kids.
PUB DATE- 98
NOTE- 30p.; Paper presented at the Harvard International Conference on Civil Rights and High Stakes K-12 Testing (New York, NY, December 4, 1998).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Access to Education; *College School Cooperation; *Disadvantaged Youth; Educational Quality; Elementary Education; Elementary Secondary Education; Equal Education; Higher Education; Middle Schools; Minority Group Children; Partnerships in Education; Preservice Teacher Education; Public Education; *Scores; Student Evaluation; *Teacher Effectiveness; Teacher Qualifications; Teachers
IDENTIFIERS- *High Stakes Tests; Maryland; *Maryland School Performance Assessment Program

This paper examines the latest elementary, middle school, and district level Maryland student achievement and teacher experience data to argue that schools today are segregated not second and third inservice sessions together. The effects of the inservice were measured in a pre-post design which examined the impact of the inservice design on personal teaching efficacy, general teaching efficacy, commitment to authentic practices, and commitment to traditional testing practices. Data were also collected on how teachers used the four stages in the study model for teaching self-evaluation. Researchers found significant pre-post changes. Use of self-evaluation procedures increased substantially, commitment to authentic assessment practices increased, commitment to traditional assessment practices declined, and personal teaching efficacy scores were higher. The action-research-enhanced train-the-trainer approach facilitated teachers' movement toward student assessment practices congruent with the ideals of the cooperative learning/teaching practices. This approach also succeeded in enhancing teachers' beliefs about their competence. (Contains 48 references.) (SM)

ED 430 935   SP 038 517

Laguardia, Armando; Grisham, Dana; Gallucci, Chrysan; Jamison, Shelli; Brink, Beverly; Peck, Cap
A School-University Partnership's Involvement in State Mandated Reform: The Impact of a Teacher-Based Professional Development Model on Teachers, or, "Caught in the Headlights!"
PUB DATE- 99
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; *Educational Change; Elementary Secondary Education; *Faculty Development; Higher Education; State Standards; Teacher Attitudes; *Teacher Improvement
IDENTIFIERS- Washington

This study examined teachers' experiences in the Washington state-mandated educational reform process, their pedagogical responses to the reform initiatives, and the way in which these were mediated by professional development activities such as those initiated by the Goals 2000 project. Five Washington teachers participated in this case study. All teachers had taught in districts identified by a Goals 2000 grant for study and had participated in a year-long professional development series on literacy education. During the 1997-98 school year, researchers conducted systematic observations of the teachers; conducted four interviews with the teachers; interviewed classroom aides and school administrators; collected samples of classroom lessons and student assessment devices; collected student reading scores; collected teachers' concept maps of teaching; and wrote case summary reviews. Results indicated that all five teachers supported the essence of reform; the state education reforms impacted teachers' practice, but practice lagged behind knowledge of awareness; all five teachers worried about the assessment/accountability component of the reform; four teachers were resistant to top-down reform to some degree; and all five teachers valued a learner-centered professional development process. (Contains 18 references.) (SM)

ED 430 936   SP 038 518

Julian, Rae

Education; *Professional Development Schools; Program Evaluation; Public Schools; Student Teachers; Teacher Attitudes; Telephone Surveys
IDENTIFIERS- Illinois State University

During the fall of 1996, the Technical Innovations in Educational Research (TIER) laboratory at Illinois State University (ISU) initiated a followup study of a Professional Development School (PDS) begun the prior year within a local elementary school district. Researchers conducted telephone interviews with the former ISU student teachers who participated in that PDS and an equal number of randomly selected student teachers in the traditional ISU program from the same time period. The interviews asked about demographics, perceived value of the ISU education class, perceived value of the student teaching experience, current work status, stress in their current jobs, satisfaction with teaching, comparison with other first-year teachers from ISU and from other universities regarding preparedness, support, classroom suggestions, campus suggestions, and student teaching preparation suggestions. Results did not show many statistically significant differences between the two groups. There was no evidence of a significant down side to the PDS project. PDS students felt at least as well prepared for teaching, if not better prepared, than traditional students. Two appendixes contain the telephone interview questions and the group means and t-test results. (SM)

ED 430 955 SP 038 539

Dorrington, Adriane E. L.; Ramirez-Smith, Christina
Teacher Educators: A Minority Perspective on Preparing Majority Preservice Teachers for Diverse Classrooms.
PUB DATE- 99
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cultural Awareness; *Cultural Differences; *Diversity (Student); Elementary Secondary Education; Higher Education; Language Minorities; Preservice Teacher Education; *Preservice Teachers; Special Education; Special Needs Students; Student Needs; *Student Teacher Attitudes; Teaching Skills
IDENTIFIERS- Virginia

This article presents results from a survey involving 83 predominantly white, female, undergraduate and graduate preservice teachers at a small liberal arts college in Virginia. The preservice teachers were asked to complete a survey describing challenges they perceived they would encounter as future teachers required to work with culturally, linguistically, and special needs student populations. Additionally, the survey asked them to describe the skills necessary to help them face these challenges. Data analysis revealed that they had a high degree of uncertainty in teaching students with cultural and linguistic differences in comparison to teaching students with special needs. They believed that they needed courage and risk-taking skills to meet the challenge of diverse classrooms. Few students had given serious consideration to taking teaching jobs in urban schools rather than in their own communities. Many respondents expected their employers to provide inservice training on diversity rather than being responsible for their own professional development. Respondents' understanding of diversity tended to be superficial. Respondents expected there to be communication barriers and implied that it was important for minority addressed this problem. In 1997, the Georgia Professional Standards Review Commission began examining reading certification requirements and found that most teacher education programs did not require enough reading. The Commission is exploring ways to ensure that preservice teachers receive adequate content in reading. The University System of Georgia is making program improvements in reading and mathematics. Maryland's Department of Education convened a task force in 1998 to work on changes in reading content requirements for Maryland teachers. The new regulations apply to all students enrolling in Maryland teacher education programs. The North Carolina Board of Education and Department of Public Instruction revised the Standard Course of Study for English Language Arts to provide detailed guidance on how to teach phonemic awareness and phonics. All teacher education programs must regularly demonstrate that they cover all required competencies. In Texas, a special committee of the State Board for Teacher Certification is developing revised certification requirements in reading. The Texas Education Agency has funded a Center for Reading and Language Arts at the University of Austin. The Texas Higher Education Coordinating Board is reviewing teacher education programs offered by public universities. Other SREB states are also working on improvements in reading instruction. (SM)

ED 430 974   SP 038 560

Mantovani, Karen D.
Seventh-Grade Students' Attitudes toward Conflict before and after Applying a Conflict Resolution Curriculum.
PUB DATE- 99
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitude Change; *Conflict Resolution; Grade 7; Middle School Students; Middle Schools; Problem Solving; Program Evaluation; Student Attitudes; Student Behavior

This study determined the effectiveness of a conflict resolution curriculum on the attitudes and interactions of 18 seventh-grade students at a suburban middle school that served predominantly Caucasian, middle-class students. Students completed the curriculum 3 days per week for 7 weeks. Before and after the program, students filled out the Mantovani Survey on Students' Attitudes about Conflicts, which had students rate 30 statements related to attitudes toward conflicts (what they thought conflict was, types of conflicts experienced, how conflicts were resolved, behaviors during conflict situations, and their role and responsibility in the conflicts). Each student received a conflict resolution journal that contained handouts for use with the conflict resolution curriculum to help them become aware of their feelings, reactions, and personal progress in response to the curriculum. Students shared in their journals the actual conflicts they encountered and how they resolved them. Each week, they filled out a conflict journal log sheet. The project director also kept a journal to record informational observations during the 7-week conflict resolution curriculum. Data analysis indicated that there were significant changes in students' attitudes toward conflicts and how to resolve them following implementation of the curriculum. Students became more effective in resolving conflicts once they participated in the curriculum. (Contains 30 references.) (SM) in the expectation that these teacher candidates would eventually be using rubrics themselves and could benefit from their use as students. Instructors in the School of Education developed a scoring guide for sections of the same course, and others developed scoring guides for a class project, a review of articles on a subject, and a student-prepared lesson plan. The overall feeling of both faculty members and students is that scoring guides are a useful assessment tool that is helpful in teaching students about authentic assessment. Students become more comfortable with scoring guides and teachers find that using rubrics improves teaching. Appendixes contain the scoring outline for a class project, the guide for scoring article reviews, and a lesson plan scoring guide. (Contains 11 references.) (SLD)

ED 430 994 TM 029 820

Wang, Jianjun
An Illustration of the Least Median Squares (LMS) Regression Using PROGRESS.
PUB DATE- 99
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Software; *Estimation (Mathematics); *Least Squares Statistics; Prediction; *Regression (Statistics)
IDENTIFIERS- Longitudinal Study of American Youth; *Mean (Statistics); *Median (Statistics)

The least mean squares (LS) regression method produced the best linear unbiased estimates under the normal error distribution. However, many researchers have noted that the optimal condition is rarely met in real data analyses. To remedy the impact of potential data contamination, several advantages of the least median squares (LMS) regression are illustrated using a user-friendly software program, "Program for RObust reGRESSion" (PROGRESS). A public data base (the Longitudinal Study of American Youth was carefully chosen to facilitate verification of the empirical comparison between LS and LMS estimation. It is found that the LMS method results in a smaller average error of prediction and covers a larger proportion of variance in regression. In addition, it is demonstrated that even for real data with no significant outliers, the LMS estimator tended to match observations better than the simple LS fit. (Contains 2 tables and 16 references.) (Author/SLD)

ED 430 995 TM 029 821

Price, Larry R.
Differential Functioning of Items and Tests versus the Mantel-Haenszel Technique for Detecting Differential Item Functioning in a Translated Test.
PUB DATE- 99
NOTE- 29p.; Paper presented at the Annual Meeting of the American Alliance of Health, Physical Education, Recreation, and Dance (Boston, MA, April 12-16, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Certification; *Item Bias; Licensing Examinations

interests, and scope. Their common use of a particular data analysis software package allows the exploration of issues related to use of the software, QSR NUDIST (NUDIST). NUDIST combines the accessibility to text of a word processing program with the data handling capacity of a database program, and some reporting features of a spreadsheet. The first study examined the beliefs of nine teacher education students. The second study examined the effects on middle school students (n=14) of Internet use when the technology was provided in the home. The third study explored how 16 first-year undergraduates describe and think about their multiple social identities. The software influenced both the methodologies and analysis schemes used by the researchers. In these studies, the ability to give a concrete structure to large data sets, code at multiple levels, and pursue iterative analysis methods had many repercussions for the research effort. Appendixes contain the coding structure for two of the studies. (Contains 1 table, 14 figures, and 16 references.) (SLD)

ED 431 016 TM 029 848

Gulek, Cengiz
Using Multiple Means of Inquiry To Gain Insight into Classrooms: A Multi-Trait Multi-Method Approach.
PUB DATE- 99
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Environment; Elementary Education; Evaluation Methods; Freehand Drawing; Instructional Materials; Interrater Reliability; *Multitrait Multimethod Techniques; Research Methodology; Teaching Methods; *Validity; Videotape Recordings

This study explored the possibility of using the Multi-Trait Multi-Method (MTMM) approach of D. Campbell and D. Fiske (1959) to examine the educational ecology of classrooms. Using the MTMM approach, the study focuses on the extent to which multiple methods of inquiry (surveys, drawings, and videos) are valid indicators of classroom teaching and learning experiences. Two broad classrooms traits were examined: the mode of instruction and the variety of learning materials used in the classroom. The samples consisted of 20 classrooms in grades 3 to 6 in 3 elementary school systems. Assessments included 30 to 45 minutes of video taping in the classroom during instruction, followed by closed-ended surveys and student drawings of teaching and learning. Constrained emergent coding was used to score student drawings and classroom videos, with three raters for drawings and three raters for videos. Raters established a high degree of consistency in the coding. Findings indicate that student drawings and classroom videos demonstrate strong evidence of convergent and discriminant validity (construct validity) in assessing mode of instruction and variety of learning materials used in the classrooms. Surveys demonstrated strong evidence of discriminant validity, but revealed mixed results for convergent validity. Results provide new insights into the use of drawings and videos as assessment tools for the educational ecology of classrooms. The drawing and video scoring guides are attached. (Contains 11 tables and 46 references.) (SLD) among board members, parents, and community groups. (AEF)

ED 430 561 IR 019 702

Ehrich, Roger W.; McCreary, Faith
Immersive Educational Technology: Changing Families and Learning.
PUB DATE- 99
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Canada, April 19-23, 1999). Figure 1 contains light figures.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Networks; Constructivism (Learning); Elementary Secondary Education; Immersion Programs; Teaching Methods; Use Studies
IDENTIFIERS- Access to Technology; Computer Use; Computer Users; Technology Role

Since the popularization of networked computing that began in 1993, many excited educators have employed networked computers to improve motivation and learning in the classroom. Computers have also become a focal point for the improvement of instruction through the introduction of teaching methods that better support constructivist learning. While there is a growing consensus that computers can be an effective tool for talented teachers, little is known about the deeper effects of educational computing on children and their families when computer use is pervasive and family access at home is cost-free. This paper reports some of the results of a long-term study of families and students who have had immersive exposure to network-based educational computing in a constructivist classroom, starting in the 5th grade. (Author)

ED 430 562 IR 019 703

Inoue, Yukiko
Virtual Reality Support Versus Video Support in a High School World Geography Class. Evaluation Proposal.
PUB DATE- 98
NOTE- 19p.; Paper presented at the Teaching with Technology (Rethinking Traditions) Conference (Winger Park, FL, October 15-18, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Comparative Analysis; Computer Graphics; Computer Simulation; Geography; *Geography Instruction; High Schools; Instructional Materials; Man Machine Systems; Multimedia Materials; Nonprint Media; Student Reaction; *Virtual Reality; Visual Stimuli

Virtual reality (VR) is a new computational paradigm that redefines the interface between human and computer. VR may result in a significant improvement over traditional instruction because it is not only a multimedia interactive tool but also a learning environment extremely close to reality. Few empirical studies have been done on the use of VR as compared to that of other computerized or noncomputerized educational tools. It is necessary to examine VR both in different scenarios and for different applications in learning and teaching. The evaluation plan reported in this paper addresses the effect of VR support as compared to that of video support in tenth graders' learning of world geography. Videos are popular in world geography classes but may not be as meant to be a beginning for relating publicity to events of the year. The programs suggested and the activities described are offered as examples of promotion which have been used successfully. The book is organized by months of the year with each month having a special designation and days of the month noted for specific events occurring on that day. Seasonal suggestions are also given along with those for media promotion and other special events. Includes additional CSLA resources. (JMK)

ED 430 582 IR 057 363

Barrett, Jaia, Ed.; Wetzel, Karen A., Ed.
Redefining Higher Education. Proceedings of the Meeting of the Association of Research Libraries (129th, Washington, DC, October 16-18, 1996).
PUB DATE- 99
NOTE- 159p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Academic Libraries; Educational Change; *Futures (of Society); *Higher Education; Information Policy; Information Technology; Library Associations; Library Development; *Research Libraries; Technological Advancement; Universities
IDENTIFIERS- *Association of Research Libraries; Technology Role

The 129th meeting of the Association of Research Libraries (ARL) focused on anticipating the future of higher education in North America and identifying responses from research libraries that will contribute to emerging agendas for change. An opening session (convened by Nancy Cline, ARL Presiding President) began the meeting. The first session, "Understanding the Changing Landscape of Higher Education," included the following papers: "The Medieval Future of Intellectual Culture: Scholars and Librarians in the Age of the Electron (Stanley Chodorow, introduced by Paul Mosher) and "Changing Roles in Scholarly Communication" (Sally Brown, introduced by Carole Moore). The second session, "Identifying Strategic Choices and Trade-offs," included an introduction by Paul Kobulnicky and the following papers: "The Future of Public Universities" (Peter Magrath); "Lessons from the Pew Campus Roundtables" (Gregory R. Wegner); and "The Partnership Between Scholars and Librarians" (Phyllis Franklin). The luncheon session, "Exploring Issues of the Network Service Provider," was introduced by Fred Heath and included the following papers: "The Internet and Federal Information Policies: A Steep Learning Curve" (Jill Lesser); "Development of Enterprise-Wide Information Policies" (Frances Groen); and "Exploring Issues of the Network Service Provider" (Fred Heath). The third session, "Comparing Notes Across the Institution: Comments and Discussion with Chief Academic Officers" was introduced by Douglas Bennett and included these papers: "Four Actions Required for the Public to Reinvest in Research Universities" (Martha Gilliland, introduced by Carla Stoffle); "Legos and New Models: Transforming, Refocusing, and Reallocating" (Mark Emmert, introduced by Paul Kobulnicky); "Technology and the Future of Instruction and Libraries" (William F. Prokasy, introduced by William G. Potter); and "Restructuring the Educational Process" (Ettore F. Infante, introduced by Thomas W. Shaughnessy). Appendices include reports on the ARL business meeting; the Early Bird Session (Kevin Guthrie, introduced by Elaine Sloan); key elements of the AAU/ARL Global Resources Program; ARL strategic plan on government information in electronic format; a proposal for disclosures made in accordance with generally accepted accounting principles as described in the Independent Auditor's Report on the Financial Statements. The investigation also revealed that no instances of noncompliance or material weaknesses in internal control over financial reporting occurred which would require disclosure under the Government Auditing Standards. (SKF)

ED 430 602 JC 990 268

Campbell, Ralph
Financial Statement Audit Report of Tri-County Community College.
PUB DATE- 98
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; *Audits (Verification); College Administration; Community Colleges; *Compliance (Legal); *Educational Finance; *Financial Audits; Financial Policy; Two Year Colleges

This report presents the results of the Tri-County Community College financial statement audit for the fiscal year ending on June 30, 1998. Tri-County Community College is a component of the State of North Carolina, thus the authority to audit is granted by Article 5A of G.S. 147. The accounts and operations of the institution were subject to audit procedures considered necessary to complete the audit work necessary for North Carolina's Comprehensive Annual Financial report (CAFR). In addition, auditing procedures considered necessary to report on the financial statements relating solely to Tri-County Community College were also performed. The objectives of the audit were to express an opinion on the financial statements; to present instances of noncompliance (if any) with laws, regulations, contracts or grants; and to present significant deficiencies (if any) in internal control over financial reporting. The tests found the financial statements to present the amounts and disclosures made in accordance with generally accepted accounting principles as described in the Independent Auditor's Report on the Financial Statements. The investigation also revealed that no instances of noncompliance or material weaknesses in internal control over financial reporting occurred which would require disclosure under the Government Auditing Standards. (SKF)

ED 430 603 JC 990 269

Campbell, Ralph
Financial Statement Audit Report of Isothermal Community College.
PUB DATE- 98
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; *Audits (Verification); College Administration; Community Colleges; *Compliance (Legal); *Educational Finance; *Financial Audits; Financial Policy; Two Year Colleges
IDENTIFIERS- *Isothermal Community College NC

This report presents the results of the Isothermal Community College financial statement audit for the fiscal year ending on June 30, 1998. Isothermal Community College is a component of

IDENTIFIERS- *Alabama

This report summarizes recent actions and decisions by The Alabama College System. Discussed is the Board's recent revision of the mission statement of the College System to emphasize institutional effectiveness. A description is provided of recent institutional consolidations and mergers, and schools that were re-designated as community colleges. Financial data and enrollment trends are displayed. The report advocates a continuous cycle of effective planning, implementation and evaluation to assure quality services and programs, and highlights of each of these three processes are provided. One section of the report describes the institutional effectiveness measures implemented to address the following specific areas of assessment for the system: college preparatory instruction, mandatory placement testing upon admission, and instructional program review. Three levels of program review have been instituted. At Level 1, an annual statistical review is completed, of indices predetermined by the Chancellor; at Level II a qualitative review of each instructional program is conducted during a five-year cycle; at Level III a systemwide review takes place as needed, based on information gathered from Levels I and II. Finally, a list of all the presidents and locations of each of Alabama's public colleges are provided. (VF)

ED 430 622 JC 990 303

Gainous, Fred; Romine, Robert J.; Culverhouse, Renee; Kuzmicic, Jorge; Dahl, Debbie
Re-engineering Alabama's Two-Year Colleges. A White Paper.
PUB DATE- 99
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; *Education Work Relationship; *Educational Planning; *Educational Policy; Employment; *Labor Force Development; Salaries; *Technical Institutes; Two Year Colleges
IDENTIFIERS- *Alabama

This paper presents the recommendations of a task force appointed by the Alabama State Board of Education in May of 1997 to guide Alabama's two-year college system's development and direction as it re-engineered itself to enhance services to its constituents. These recommendations are to be used by the State Board of Education, in conjunction with the federal Workforce Investment Act of 1998, to increase the employment, retention, and earnings of Alabama's workforce. The recommendations are accompanied by a list of "pre-implementation considerations." The recommendations are: (1) the State Board of Education (SBOE) will either transform every postsecondary two-year institution into a community college or close the institution; (2) the community college system will be decentralized into eight regions; (3) the SBOE will establish regional workforce development boards; (4) the SBOE will work with these boards to ensure state and local mandates are met; (5) the SBOE, and not the Alabama Commission on Higher Education, will govern the Alabama Community College System; (6) the SBOE will devise a plan for organizing, delivering, and assessing the quality of literacy training; (7) the SBOE, in consultation with the regional boards, will establish, oversee, and develop a budget for workforce development programs; (8) the SBOE will replace tenure with contracting for new hires; (9) Alabama should

Colleges: Fall Quarter 1997. Research Report No. 98-3.
PUB DATE- 98
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; *Educational Finance; *Enrollment; *Student Characteristics; Technical Institutes; *Two Year College Students; Two Year Colleges; Vocational Education; *Welfare Recipients
IDENTIFIERS- *Washington Community and Technical Colleges

This report focuses on adults on public assistance who enrolled in community and technical colleges (Washington) in the fall quarter 1997. Comparisons are made to adult recipients of public assistance enrolled in community and technical colleges in the fall quarter 1996. Major findings are as follows: (1) the enrollment of welfare recipients fell 23% from 15,310 in fall 1996 to 11,861 in fall 1997, largely due to the decrease in the number of adult welfare recipients; (2) the percentage of students on public assistance who were new to college fell slightly from 22% in fall 1996 to 21% in fall 1997; (3) consistent with anticipated policy changes, fewer new students planned to pursue a degree; (4) the percent of course effort put into vocational programs increased from 43% in fall 1996 to 46% a year later, while the percent of effort in the basic skills area fell from 27% to 25%; and (5) as the number of adult recipients continues to decline, it is apparent that the needs of working poor students not on assistance will require more consideration. Specific details, and corresponding charts, are provided for welfare enrollment, projected number of adult welfare recipients for the state, characteristics of welfare students enrolled, college attendance figures for this group, and percent of course effort by intent (vocational, developmental studies, basic skills, and academic courses). (AS)

ED 430 642 JC 990 329

Part-Time Faculty in Washington Community and Technical Colleges. Research Report No. 98-4.
PUB DATE- 98
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- College Administration; *Community Colleges; Demography; Employment; Full Time Equivalency; *Part Time Faculty; Salaries; Student Evaluation of Teacher Performance; Tables (Data); *Technical Institutes; Two Year Colleges
IDENTIFIERS- *Washington Community and Technical Colleges

This report concentrates on the reliance of community colleges on part-time faculty. Also included are descriptions of the working conditions and demographics of part-time faculty. The report analyzes different patterns of part-time faculty teaching by subject area and a review of the research on the quality of teaching by part-time faculty. Key findings include: (1) part-time faculty salaries are less than full-time faculty rates, which reflects in part a lack of comparable pay for comparable work; (2) salaries paid to part-time faculty vary by college; (3) in fall 1997, 55% (5,256) of the part-time instructors taught one-third classroom load or less (5 credits); while the 23% teaching two-thirds or more of a load accounted for 44% of the part-time classroom load; (4) Washington part-time instructors are hired for 50% of the

DESCRIPTORS- *Community Colleges; *Computer Assisted Instruction; Computer Oriented Programs; Computers; Discussion (Teaching Technique); *Distance Education; Essay Tests; Evaluation Criteria; *Evaluation Methods; *Measurement Techniques; Multiple Choice Tests; Program Evaluation; Two Year Colleges
IDENTIFIERS- Authentic Assessment

This paper presents and evaluates different types of student assessment measures--including discussion-generating questions, multiple choice questions, essay questions, and authentic projects--for on-line courses. The paper asserts that assessment should mimic how students will be evaluated on the job site in the real world, meaning that they should be team members and problem solvers, with the technological and academic skills to communicate the results of their actions. The findings are based on the researcher's experience as the teacher of an Internet-delivered course, "Earth Systems Science Approach to Physical Geography." The paper introduces the concept of "authentic assessment," a process that requires that the evaluation be realistic and force the students to use knowledge to solve real-world problems, which are often open-ended, poorly framed, and have no clear-cut answers. A scoring rubric, which provides the criteria for students to follow in order to receive a specified grade, is presented. Finally, the paper lists examples of the four assessment types, along with the goals, advantages, and disadvantages of each. It is concluded that on-line assessment of small Internet-based classes can be accomplished using many of the same assessment tools used in face-to-face classes. (CAK)

ED 430 660 JC 990 349

Report on Community College Industrial Production Technology Programs.
PUB DATE- 97
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; Curriculum Based Assessment; *Curriculum Evaluation; *Curriculum Research; *Industrial Education; Job Development; Job Training; *Labor Force Development; Labor Needs; *Technology; Two Year Colleges; Vocational Education
IDENTIFIERS- Illinois Community College Board; Illinois Community College System; *Industrial Production Occupations

This report provides an in-depth analysis of the Industrial Production Technology Programs in Illinois, which, according to Illinois Community College Board policy, must be reviewed at least once every five years. The disciplines included in this report are: industrial manufacturing technology, corrosion technology, plastics technology, and metallurgical technology. Programs are evaluated in terms of need, cost-effectiveness, quality, and status. The report provides information regarding trends in manufacturing that have affected production occupations, including declining employment, increased international competition, and technological advances that have brought about changes in production techniques and management practices. The result has been a need for more broadly skilled workers who can function flexibly across multiple areas, often as members of work teams. Results were analyzed to determine the extent to which the colleges respond to the changing needs of employers, as well as the level of quality and cost-effectiveness with which they do so. Enrollment in Industrial emotional state; (2) ability to discern others' emotions; (3) ability to describe emotions; (4) capacity to empathize with other's emotional experiences; (5) ability to realize the difference between inner emotional states and outward expression; (6) capacity for adaptive coping with aversive emotions; (7) awareness of the role of emotions in the structure of relationships; and (8) the capacity for emotional self-efficacy. Next, the paper distinguishes between theories of emotional competence and emotional intelligence. The paper concludes by discussing one of the consequences of emotional competence, the effective skill in managing one's emotions, which is considered critical to negotiating interpersonal exchanges. (JPB)

ED 430 679 PS 027 599

Gleason, Tracy R.
Social Provisions of Real and Imaginary Relationships.
PUB DATE- 99
NOTE- 9p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Albuquerque, NM, April 15-18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Behavior; Imagination; *Interpersonal Relationship; Parent Child Relationship; Peer Relationship; *Preschool Children; Preschool Education; Pretend Play; *Social Attitudes; *Social Characteristics; *Social Development
IDENTIFIERS- *Imaginary Companions

This study examined preschool children's concepts of relationships with imaginary companions and real people, using the notion of social provisions, or types of social support and interactions. Four-year-olds were interviewed about social provisions--power, conflict, nurturance, and instrumental help--present in relationships with parent, best friend, and imaginary companion or sibling. Findings indicated that children differentiated relationships according to provisions. Children nurtured imaginary companions but not parents; but overall, provisions of real and imaginary friendships were similar. Statistical data were charted to show relationship partners chosen for social provisions by contrast and groups. Young children appeared to develop different schemata of relationships, which may influence their expectations of different individuals as well as their own behavior. (Author/JPB)

ED 430 680 PS 027 600

Szarkowicz, Diane Louise
Monsters, Bananas and Seaweed: Active Participation and Young Children's Understanding of False Belief.
PUB DATE- 99
NOTE- 11p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Albuquerque, NM, April 15-18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audience Participation; *Childhood Attitudes; Cognitive Development; Comprehension; Foreign Countries; *Listening Comprehension; *Preschool Children; Preschool

*Emotional Development; Emotional Response; Foreign Countries; Interpersonal Relationship; Parents; *Personality; *Social Behavior; Teachers; Young Children
IDENTIFIERS- Emotional Expression; *Emotions

This observational study investigated children's temperaments and their relation to behavior and emotion across different contexts. Temperament, or individual behavioral style, was conceptualized as the manifestation of affect displays and social behaviors in context, with emotions acting as signals for interactions. Ratings of child temperament were obtained from parents and teachers of 205 children. Sixty-four hours of observation in preschool and junior primary classrooms were undertaken with a selected sample of 32 children. The findings revealed low to moderate correlations between teacher and parent ratings of child temperament and of expectations for children, indicating the differing perspectives of teachers and parents on child temperament and providing support for the view of child temperament as context-specific. There were strong temperament-behavior relationships found in classroom observations, in respect of affect, and in respect of interactions between temperament and affect. Difficult temperament children were consistently involved in more negative interactions for emotional and social behaviors with teachers and peers than the easy temperament children. Easy children displayed and were responded to with more positive responses in emotional and social behaviors. The function of emotions as signals in classroom interactions, reflecting the relational view of emotions as developing in the context of interactions, was confirmed. (Contains 36 references.) (KB)

ED 430 699 PS 027 639

Honig, Alice Sterling
Longitudinal Outcomes from the Family Development Research Program.
PUB DATE- 99
NOTE- 14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Albuquerque, NM, April 15-18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Attendance; *Delinquency; *Early Intervention; *Family Programs; Followup Studies; Home Visits; Longitudinal Studies; Low Income Groups; Preschool Education; Program Evaluation; Sex Differences; *Student Attitudes
IDENTIFIERS- *Family Development Research Program

The Family Development Research Program (FDRP) was an omnibus effort to serve low-income, low education families by providing education, nutrition, health, safety, and human service resources for the 108 families initially recruited. This paper describes the program and summarizes findings from the longitudinal evaluation. Home visitors provided advocacy, information, and support for mothers and their infants from before the child's birth until the child was 5 years old. Infants were provided child care from the age of 6 months onward. Findings from the 10-year follow-up indicated that, compared with contrast youth, more of the FDRP youths expressed a liking for their own physical and personal attributes; and they were also more likely to see themselves in a schooling situation 5 years in the future. Contrast youth were more likely than FDRP youth to say that the worst thing about school

*Foster Care; Foster Children; Foster Family; Institutional Cooperation; Integrated Services; Nonprofit Organizations; Private Sector; Public Sector
IDENTIFIERS- Iowa (Waterloo); *Out of Home Care

The Forging Collaborative Partnerships Project in Waterloo, Iowa is a collaborative venture to assist voluntary agencies in developing tools and strategies to strengthen collaborative relationships among public and nonprofit child welfare agencies and other key stakeholders as they adopt a family-focused philosophy. This monograph details how the community began to move from the traditional methods of service delivery to children placed in foster care and residential treatment to a delivery system structured around a neighborhood-based, family-focused, public/private partnership. The monograph outlines the methods used to create and build the network of partnerships necessary to operate the service delivery system. Also discussed are the start-up lessons and tools related to changes in service delivery, funding methodology, improved outcomes, and consumer participation. The monograph's two appendices articulate the philosophy and principles of the project and list the resource tools used to assist in decision making and project management. Contains 13 references. (KB)

ED 430 718 PS 027 670

Gordon, Amy L.
Outcome Initiatives in Child Welfare.
PUB DATE- 99
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Welfare; *Children; Measurement Techniques; Program Descriptions; Standards
IDENTIFIERS- *Outcome Oriented Evaluation

The current climate of accountability, reduced fiscal spending, and managed care has heightened the need to demonstrate the effectiveness of the child welfare system. This monograph presents an overview of initiatives that have been undertaken to promote outcome measurement and performance management in the field of child care, highlighting initiatives at a variety of levels of the system. Chapters 1 and 2 provide information on several initiatives of the Child Welfare League of America and other private national agencies. Chapter 3 presents university-based outcomes-related activities and research. Chapter 4 highlights a sample of state initiatives in Colorado, Kansas, Massachusetts, Michigan, Minnesota, Ohio, Oklahoma, Oregon, Pennsylvania, and Texas; county and city efforts are summarized in Chapter 5. Chapter 6 describes the activities of individual agencies to improve the outcomes for the children and families they serve. The monograph concludes by noting that although outcome measurement has become an integral part of the child welfare field, its impact on the performance of the child welfare system remains to be seen. Contains 58 references. (KB)

ED 430 719 PS 027 671

Beatty, Cynthia
Parents in Prison: Children in Crisis. An Issue Brief.
PUB DATE- 97
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Historical Materials (060),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Acculturation; *American Indian Culture; *American Indian Education; American Indian History; Archaeology; Boarding Schools; Conformity; Educational History; Elementary Secondary Education; Hygiene; *Material Culture; Resistance (Psychology); *School Culture; Social History; *Student Experience; Toys
IDENTIFIERS- Artifacts; Historical Explanation; Pan Indianism; *Phoenix Indian High School AZ

The Phoenix Indian School, which served as a coeducational federal boarding school for American Indian students between 1891 and 1990, was partially excavated in 1995. Drawing upon written records, books, student recollections, and the school newspaper, this report summarizes what was learned from the excavation about life at the school. The first two chapters describe the founding and workings of the school, the process of historical archaeology, what is known about the city of Phoenix from archaeology, and what is known about the excavation site. The experiences of pupils and employees of the school between 1891 and 1925 were reconstructed in light of the school's goal of replacing students' Indian culture and values with those of the American mainstream. The third chapter, "The Lesson of Conformity," describes the military style discipline used to maintain control in the very large school community. Artifacts of this conformity include a steam whistle (to dictate "clock time") and uniforms. The fourth chapter, "The Lesson of Sanitation and Health Improvement," describes the state of health in Phoenix and the school at the turn of the century, the school hospital, and sanitation and health education. Related artifacts are medicine bottles, dishes, and toothbrushes. The fifth chapter, "The Lesson of Individual Initiative and Advancement," uses Coca-Cola bottles and signed toothbrushes to show the rewards of hard work and possessive individualism. The sixth chapter, "Toys and Life Lessons from Playing," shows that the toy artifacts found (dolls and marbles) reinforced lessons of how to behave in civilized society. The seventh chapter, "The Lesson of Resistance to Conformity," documents, through fetishes, effigies, and hand-made tools, the student experience of resisting school demands and remaining true to Native beliefs. The eighth chapter, "The Lesson in the Creation of a New Identity," discusses racism as a deterrent to assimilation, the breakdown of tribal provincialism, and the Indian school's creation of pan-Indianism. Contains 26 references and 26 photographs and figures. (SAS)

ED 430 738 RC 021 696

Mercogliano, Chris
Making It Up as We Go Along: The Story of the Albany Free School.
PUB DATE- 98
NOTE- 162p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Behavior; Educational Environment; Educational Philosophy; Elementary Education; *Free Schools; Holistic Approach; Humanization; Learner Controlled Instruction; *Nontraditional Education; Personal Autonomy; *Role of Education; *Student School Relationship; Teacher

ED 430 755 RC 021 986

Lee, Jaekyung; McIntire, Walter G.
Understanding Rural Student Achievement: Identifying Instructional and Organizational Differences between Rural and Nonrural Schools.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 99
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Economically Disadvantaged; *Educational Environment; Educational Resources; Junior High Schools; *Mathematics Achievement; Models; *Rural Schools; *Rural Urban Differences; School Culture; School Effectiveness; *Small Schools; Socioeconomic Status
IDENTIFIERS- National Assessment of Educational Progress; School Effects

National math assessment data from 3,112 eighth-grade students in 123 schools were used to determine whether location (rural versus nonrural) affects student achievement when related student and school-level factors are taken into account. Findings indicate that rural schools outperformed nonrural schools in math achievement and that the competitive edge of rural schools arose from school effects beyond the influences of school composition and individual student characteristics. Rural schools tended to have a better organizational context (teacher training, safe/orderly climate, collective support) conducive to higher performance, but suffered from poor instructional conditions (in terms of classroom resources, advanced courses, and progressive instruction), which balanced out achievement gains. Rural schools should capitalize on existing organizational and contextual strengths and also focus more effort on improving curricular and instructional weaknesses. Given that many rural students are poor and attend schools whose instructional resources and course offerings are limited, the level of their academic performance relative to their nonrural counterparts is encouraging. This study shows that rural schools can provide a model of strength worth studying and emulating. Contains 20 references and hierarchical linear regression formulas. (Author/TD)

ED 430 756 RC 021 987

Howley-Rowe, Caitlin
Evaluation of Quest High School Network Inquiry into Improvement Conference, October 1997.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change Agents; Change Strategies; Collegiality; *Educational Change; Educational Cooperation; High Schools; *Interschool Communication; Listservs; *Networks; Parent Participation; Program Evaluation; *Regional Cooperation
IDENTIFIERS- *School Improvement Teams

A 4-week study at Goshen (Indiana) Middle School examined the internal and external factors affecting Hispanic student achievement. Data were collected through classroom observation, student interviews, and a survey of Latino parents. Although teacher responses to Hispanic student classroom participation were always positive, student responses, from Anglos and Hispanics alike, were less positive. When Hispanic students were given equitable response opportunities, grades improved an average of 10 percent. When the teacher was within an arm's length, Hispanic students stayed on task more, seemed more focused, attempted assignments more readily, completed work more accurately, and submitted more completed assignments. Teacher proximity resulted in grades improving 10 percent for some students, more for others, and not significantly for those already achieving satisfactorily. When Hispanic students sat together, work was turned in 15 percent more often, accuracy improved 10 percent, and grades improved. The rephrasing and reviewing of material in Spanish when Hispanic students sat together led observers to believe that they processed information into long-term memory via Spanish. The study found that it was important to Hispanic students and their families to retain their ability to speak Spanish, and that when teachers spoke Spanish in class, Hispanic students' grades improved. Results of the parent survey indicate that Hispanic parents were very supportive of their children's education but that communication between school and home was poor. Exploration of external factors led to the following recommendations: teachers should learn and use Spanish, occasionally let Hispanic students take assessments in Spanish, and build relationships with Hispanic students and their families. Contains nine figures and the parent questionnaire in English and Spanish. (TD)

ED 430 772 RC 022 003

Howley-Rowe, Caitlin
Evaluation of Quest Elementary School Rally, February 1999.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change Agents; Change Strategies; Collegiality; *Educational Change; Educational Cooperation; Elementary Education; Elementary Schools; Interschool Communication; Learning Strategies; *Networks; Program Evaluation; *Regional Cooperation
IDENTIFIERS- Appalachia Educational Laboratory WV; Reflective Inquiry; *School Improvement Teams

As part of its contract to develop a framework for continuous school improvement in its four-state region (Kentucky, Tennessee, Virginia, and West Virginia), Appalachia Educational Laboratory staff designed the Quest project. Based upon principles of inquiry, collaboration, and action research, Quest supports and investigates ongoing school improvement efforts through rallies, summer symposia, a Scholars program, visits to participating schools, communication via listserv and mailings, and the creation of a Quest network of schools. This report describes and assesses an elementary school network rally and a Quest Scholars meeting held in February 1999 in Lexington, Kentucky. Teams of students, teachers, parents, and administrators from each of six elementary schools attended the

Secada, Walter G., Ed.; Ortiz-Franco, Luis, Ed.; Hernandez, Norma G., Ed.; De La Cruz, Yolanda, Ed.
Changing the Faces of Mathematics: Perspectives on Latinos.
PUB DATE- 99
NOTE- 172p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Bilingual Education; Elementary Secondary Education; Evaluation; *Hispanic Americans; Manipulative Materials; *Mathematics Achievement; *Mathematics Instruction; Social Influences; Teaching Methods
IDENTIFIERS- *Latinos

This book focuses on a number of salient research and practice issues in the teaching and learning of mathematics among the second largest minority group in the United States, Latinos. Chapters include: (1) "Understanding the Needs of Latino Students in Reform-Oriented Mathematics Classrooms" (Judit N. Moschkovich); (2) "Latinos, Income, and Mathematics Achievement: Beating the Odds" (Luis Ortiz-Franco); (3) "Isn't English a Trip?" (Jose Franco); (4) "Spanish-English Language Issues in the Mathematics Classroom" (Pilar Ron); (5) "Adapting Mathematics Instruction for English-Language Learners: The Language-Concept Connection" (Leslie Garrison and Jill Kerper Mora); (6) "The Mathematics-Bilingual Education Connection: Two Lessons" (Norma G. Hernandez); (7) "Mathematizing Children's Stories, Helping Children Solve Word Problems, and Supporting Parental Involvement" (Ana Maria Lo Cicero, Karen C. Fuson, Martha Allexsaht-Snider); (8) "Challenging Conventional Wisdom: A Case Study" (Lena Licon Khisty); (9) "Teachers and Students' Attitudes toward the Use of Manipulatives in Two Predominantly Latino School Districts" (Maria L. Bustamante and Betty Travis); (10) "Portafolio de Matematica: Using Mathematics Portfolios with Latino Students" (Leslie Garrison); (11) "Taking on the Challenge of Mathematics for All" (Richard G. Doty, Susan Mercer, and Marjorie A. Henningsen); (12) "Staff Development to Foster Latino Students' Success in Mathematics: Insights from Constructivism" (Gary Ivory, Dolores R. Chaparro, and Stanley Ball); (13) "TexPREP and Proyecto Access: Making Mathematics Work for Minorities" (Julio Guillen and Manuel P. Berriozabal); (14) "The Minority Mathematics and Science Education Cooperative (MMSEC) Success Story" (Olga M. Ramirez and John E. Bernard); (15) "A Model of Tutoring that Helps Students Gain Access to Mathematical Competence" (Yolanda De La Cruz); and (16) "There's More to Mathematics Than Choosing the Letter C: The Limitations of Test-Driven Intervention" (Milagros M. Seda and Carmen M. Seda). (ASK)

ED 430 791   SE 062 572

Malloy, Carol E., Ed.; Brader-Araje, Laura, Ed.
Challenges in the Mathematics Education of African American Children: Proceedings of the Benjamin Banneker Association Leadership Conference, Easton (Maryland, August 7-10, 1997.)
PUB DATE- 98
NOTE- 86p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Black Students; *Educational Policy; Elementary Secondary Education; Equal Education; Mathematics Achievement; Mathematics Curriculum; *Mathematics Education; *Professional Development; Teaching Methods
IDENTIFIERS- *African Americans

help children master basic math skills, see the relationship between math and everyday activities, and school learning. (ASK)

ED 430 814 SE 062 605

Pallascio, Richard; Allaire, Richard; Lafortune, Louise; Mongeau, Pierre
Les competences spatiales geometriques et l'acculturation mathematique inuite. Rapport de recherche (Geometric Spatial Competencies and Inuit Mathematical Acculturation. Research Report).
SPONS. AGENCY- Canadian Social Science and Humanities Research Council, Ottawa (Ontario).
PUB DATE- 97
NOTE- 116p.; "With the collaboration of Justin Laquerre."
LANGUAGE- French
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cultural Influences; Elementary Secondary Education; *Eskimos; Foreign Countries; Geometric Concepts; *Geometry; Mathematics Instruction; *Social Influences
IDENTIFIERS- *Inupiaq (Tribe); Quebec; *Representations (Mathematics)

Inuit children and children from an urban environment, inhabiting as they do differing spatial environments, contrasted with one another in terms of perception, representation, and the manifestation of geometric, topographic, and projective properties. The general hypothesis of this research is that the process of mathematical acculturation is influenced overall by students' metacognitive activity in relation to the interest and motivation they feel in the learning situations in which they find themselves. With the participation of 26 students in Puvirnituq (also known by the name of Povungnituk) in Quebec, Canada, data was collected through tests, questionnaires, tape recordings, and interviews. The first phase involved 12 students in French-speaking classes; the second phase involved 14 students in mathematics classes. It was concluded that notwithstanding the relatively universal character of mathematical concepts and the symbolism through which human beings are able to make use of them effectively, every community develops its own mathematical instruments. Contains 79 references along with 13 appendices. (ASK)

ED 430 815 SE 062 618

Kneidel, Sally
Classroom Critters and the Scientific Method.
PUB DATE- 99
NOTE- 176p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Animal Behavior; *Animals; Behavior Development; Elementary Secondary Education; *Science Activities; Science Fairs; Science Instruction; *Science Process Skills; *Scientific Methodology; Scientific Principles; Zoology

This resource book presents 37 behavioral experiments that can be performed with commonly-found classroom animals including hamsters, gerbils, mice, goldfish, guppies, anolis lizards, kittens, and puppies. Each experiment explores the five steps of the scientific method: (1) Question; (2) Hypothesis; (3) Methods; (4) Result; and (5) Conclusion. The animal-friendly to June 1943"; (5) "July 1943 to April 1945"; (6) "May 1945 and After." Volumes 7 and 8 provide resources for further study: (7) " A Collection of Primary Sources"; (8) "A Comprehensive Listing of Media for Further Study." The volumes are designed and written to educate the juvenile reader. They contain chronologies, glossaries, source notes, a list of references for further reading, a bibliography to support the historical narrative, and numerous photographs. This brief book is eighth in this series on the Holocaust. The reading level is intended for the juvenile reader. This volume eight contains an annotated list of books and other materials, including videos and CD-ROMs, that support study of the Holocaust. Sections include a general bibliography with selected topics, illustrated books, videos, Web sites and CD-ROMs, and museums and resource centers. This volume offers a guide to the resources available at this time for the study of the Holocaust. It incorporates standard works on the subject as well as some of the latest books and multimedia materials. (EH)

ED 430 836 SO 029 627

West, Jean M., Ed.
The Immigrant Experience, 1840-1890. Volume I. Teaching with Primary Sources Series.
PUB DATE- 96
NOTE- 96p.; For Volume II, see SO 029 628.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Historical Materials (060)
DESCRIPTORS- Class Activities; Cultural Differences; *Cultural Pluralism; *Immigrants; *Immigration; Intermediate Grades; Junior High Schools; Learning Activities; *Primary Sources; *Social Studies; Thematic Approach; Thinking Skills; *United States History; Units of Study
IDENTIFIERS- Historical Materials; Nineteenth Century

This unit of study (for grades 5-8) about immigrants to the United States during the 19th century contains four elements: (1) a set of reproductions of documents; (2) a list of documents with their specific archival reference numbers and a brief synopsis of their historical significance to the unit's theme; (3) 10 classroom activities; and (4) an issue of "Cobblestone" magazine related to the subject matter of study. The unit helps students develop knowledge of social studies content and improve skills needed for understanding such information by introducing them to primary historical documents. This concrete approach advances students to higher-level thinking and offers experience and practice the following: collecting, organizing, interpreting, and weighing the significance of factual evidence to achieve a systematic analysis of primary source documents; comparing and contrasting evidence from different sources; identifying factual information and separating it from opinion; identifying points of view and biases; and developing defensible inferences, conclusions, and generalizations from factual evidence. (BT)

ED 430 837 SO 029 628

West, Jean M., Ed.
The Immigrant Experience, 1890-1925. Volume II. Teaching with Primary Sources Series.
PUB DATE- 96
NOTE- 102p.; For Volume I, see SO 029 627.

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Conflict Resolution; *Critical Thinking; *Cultural Context; *Cultural Pluralism; Diversity (Student); Intermediate Grades; *Multicultural Education; Secondary Education; Student Development; Student Projects
IDENTIFIERS- *Cultural Sensitivity; Identity Models

This guide, for grades 6 and above, helps students experience culture and cultural diversity through projects and discussion and reflection activities as an alternative to reading. Students become aware of individual cultural identities including their strengths and weaknesses. Students develop the skills necessary to think critically about culture and to resolve cultural disagreements without resorting to insults or violence. The guide helps students see cultural groups different from their own as a learning opportunity. The guide is divided into five chapters: (1) "Some Definitions"; (2) "Culture, Identity, and You"; (3) "Critical Thinking"; (4) "Conflict Resolution"; and (5) "Putting It All Together." Each chapter offers in-depth explanations of elements to be taught. The discussion and reflection sections suggest ways to share the information with students. In addition, the student project sections address students directly. The projects are designed to lead students to incorporate what they have learned and to help them realize the choices they can make about cultural diversity. Contains 30 references.(BT)

ED 430 856 SO 029 755

Sunshine, Catherine A., Ed; Warner, Keith Q., Ed.
Caribbean Connections: Moving North.
PUB DATE- 98
NOTE- 256p.; For related items, see ED 404 256 and ED 387 388.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Cross Cultural Studies; *Cultural Education; Ethnic Groups; Foreign Countries; Hispanic American Culture; Immigrants; *Latin American Culture; Oral Tradition; Secondary Education; Social Studies; United States History
IDENTIFIERS- *Caribbean Americans; Caribbean History

This anthology presents the voices of women and men of Caribbean backgrounds living in the United States. Focus is on five most prevalently represented groups: Puerto Ricans, West Indians, Cubans, Haitians, and Dominicans. The book is organized into five sections: (1) "A Primer on Caribbean Migration" presents an overview of Caribbean history and the migration experiences of the five represented groups. A summary of United States immigration law is presented along with a brief discussion of the nation's changing attitudes toward immigrants; (2) "Life Stories" presents the personal narratives of 15 men and women of Caribbean heritage; (3) "Fiction, Memoirs, and Poetry" contains selected literature of Caribbean Americans; (4) "Caribbean Crossroads" makes dual references to the communities where Caribbean immigrants have settled as a crossroads of U.S. and Caribbean cultures and a place where people from different parts of the Caribbean bring their cultures into contact with one another; and (5) "Resources" provides suggestions for further reading. (MM)

ED 430 857 SO 029 757

Nicholls, David

concerning the Crusades by focusing on the experiences of both Crusaders and Muslims. Students are given an understanding of the more diverse forms of interaction between Crusaders and Muslims. The unit consists of five lessons. Teacher background materials and lesson plans with student resources are provided. Lessons vary according to the different grade levels and can be adapted to a slightly higher or lower level. The teacher background materials provide an overview of the unit and present historical information and context necessary to link the specific "dramatic moment" to the larger historical narrative. The unit's lesson plans include a variety of ideas and approaches that can be elaborated upon or shortened, as the need arises. Concludes with an 18-item bibliography and four web-site addresses for further study. (BT)

ED 430 878 SO 030 594

Douglass, Susan L.
Images of the Orient: Nineteenth-Century European Travelers to Muslim Lands. A Unit of Study for Grades 9-12.
PUB DATE- 98
NOTE- 90p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Historical Materials (060)
DESCRIPTORS- Foreign Countries; High Schools; History Instruction; Islam; *Islamic Culture; Muslims; *Non Western Civilization; Social Studies; *Tourism; *Travel; Units of Study; *World History
IDENTIFIERS- *Artifacts; Asia; Europe; *Islamic Countries; National History Standards; Nineteenth Century

This teaching unit represents a specific "dramatic moment" in history that can allow students to delve into the deeper meanings of selected landmark events and explore their wider context in the great historical narrative. Studying a crucial turning point in history helps students realize that history is an ongoing, open-ended process, and that the decisions made today create the conditions of tomorrow's history. This unit focuses on travelers who visited Muslim regions of Asia and Africa during the 19th century. Each lesson in the unit covers a different type of traveler's experience, including explorers, pilgrims, tourists, archaeologists, artists, colonial officials and their families, journalists, photographers, and literary figures, whose expressions range from travel narratives to scientific writings, letters, dispatches, poems, paintings, maps, and photographs. By using this approach, the student becomes aware that choices are made by real human beings and that these decisions are the result of specific factors. Within the unit are teacher background materials and lesson plans with student resources. The unit is designed as a supplement to the customary course materials. The various lessons are written for different grade levels, and they can usually be adapted to a slightly higher or lower level. Lesson plans include a variety of ideas and approaches for the teacher that can be lengthened or shortened. Student resources accompany the lesson plans and contain primary source documents, handouts, student background materials, and a 23-item annotated bibliography. (BT)

ED 430 879 SO 030 595

Chapman, Anne
Coping with Catastrophe: The Black Death of the 14th Century. A

ED 430 898 SO 030 672

McKnight, Rosemary
Does Listening to Slow Tempo Classical Music During Independent Writing Affect Children's On-Task Performance?
PUB DATE- 98
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Audiences; Educational Research; Grade 1; *Music; Primary Education; Public Schools; *Time on Task; *Writing Improvement
IDENTIFIERS- *Classical Music; New York City Board of Education

This project explored the effects of slow tempo classical music on children's on-task performance during independent writing. The project sample consisted of 24 students from a first grade classroom in the New York City Public School System. The students' on-task behavior was observed with and without use of slow tempo classical music playing, and writing samples were collected. The results indicated that slow tempo classical music had a positive effect on children's on-task behavior. Contains a 14-item bibliography. (Author/MM)

ED 430 899 SO 030 676

Dilworth, Ralph
Systemes Politiques et economiques (Political and Economic Systems).
PUB DATE- 98
NOTE- 511p.; For the companion training guide, see SO 030 677. Illustrated by Francois Richardier.
LANGUAGE- French
EDRS Price- MF02/PC21 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Citizenship Education; *Civics; *Economics; *Economics Education; Foreign Countries; *Government (Administrative Body); *Government Role; Political Science; Secondary Education; Social Studies; Units of Study
IDENTIFIERS- Canada

This textbook (for high school students) presents a thorough discussion of basic political and economic systems. Divided into two sections (political systems and economics systems), each chapter identifies the concepts that students learn; defines new terms introduced in the chapter; highlights in color, key terms and phrases; provides activities to reinforce learning the concepts; offers enrichment exercises to deepen student understanding of the material; employs cartoon images to reflect visually chapter concepts and ideas; uses tables, diagrams, and time lines to illustrate concepts; features topical headings to identify key ideas to study; offers an end of the chapter summary; and presents a list of important terms and people. Major topics included in the chapters covering political systems are political ideologies; general political theories; the state, the individual, and the workings of political systems; democratic regimes; and dictatorial regimes. This section of the student resource concludes with a series of exercises to ensure understanding. The major topics featured in the economics portion of this volume are general economic theories; free or market economies; the mixed economy and the government's domain; central economies; and political only along student backgrounds, but also along teacher expertise. The very students who need school the most to break out of the intergenerational cycle of poverty and diminished opportunities also lack access to teachers who have the expertise to provide them quality teaching. The paper describes the School-University Partnership to Prepare Outstanding Responsive Teachers (SUPPORT) Project between a Maryland university and four of the five largest local educational agencies in Maryland, which begins to redress a number of these structural inequities. Project SUPPORT uses tests and access to teacher data to better prepare teachers and to more equitably allocate educational resources to schools. Finally, the paper proposes a number of recommendations to provide disadvantaged students access to quality teachers, including (1) revamping teacher education by moving to an apprenticeship model of teacher preparation, (2) connecting public school teaching rewards to teaching assignment difficulty, and (3) holding universities accountable for the quality of teachers they produce. (Contains 22 references.) (SM)

ED 430 918   SP 038 500

Weathersby, Jeanie; Harkreader, Steve
Staff Development and Student Achievement: Making the Connection.
SPONS. AGENCY- Georgia Council for School Performance, Atlanta.
PUB DATE- 99
NOTE- 60p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Educational Quality; Elementary Secondary Education; *Faculty Development; Inservice Teacher Education; Instructional Leadership; Leadership Training; Participative Decision Making; Public Schools; Teacher Attitudes; *Teacher Improvement; Teachers
IDENTIFIERS- Georgia

This study examined connections between staff development and student achievement in order to develop a base of knowledge for improving Georgia's staff development. The study asked whether differences in how districts and schools provided staff development for teachers accounted for some of the variation in student achievement across Georgia schools. Researchers selected a sample of higher and lower achieving schools across a range of socioeconomic status levels. A total of 60 schools in 35 districts participated. At each school, researchers interviewed administrators and conducted focus group discussions with teachers. They also surveyed 1,150 teachers in all of the schools. At each district office, researchers interviewed staff development coordinators, personnel directors, and finance directors to determine the context in which staff development occurred in schools. Results indicated clear differences in the approach to staff development in higher and lower achieving schools. This report examines similarities and differences related to decision-making processes, content, focus, providers, strategies for providing time, format and delivery, teachers' views on support, leadership at the school, role of the district office, and training of leadership in guiding staff development. The report also examines Georgia's staff development policies. Three recommendations were made for staff development: improving low achieving schools, increasing capacity for staff development,

Evaluation of Learning Experiences Outside the Classroom (LEOTC)
  Programme.
SPONS. AGENCY- New Zealand Dept. of Education, Wellington.
PUB DATE- 98
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Experiential
  Learning; *Faculty Development; Foreign Countries; Inservice
  Teacher Education; Program Evaluation; Teacher Attitudes;
  Teacher Improvement; Teachers; Teaching Methods; Workshops
IDENTIFIERS- New Zealand

This study in New Zealand investigated (1) how well government-funded Learning Experiences Outside The Classroom (LEOTC) providers were meeting requirements of their contracts regarding curriculum linkage, school liaison, and teacher support and (2) how LEOTC providers went about achieving these objectives and how well their strategies worked. The LEOTC programs provided out-of-class programs and teacher workshops and developed supporting educational resource materials to help teachers with curriculum delivery. The research looked at whether schools perceived the LEOTC programs as meeting their learning needs as expressed in the curriculum documents and what types of schools participated in LEOTC programs. Data collection included a telephone survey of 40 schools participating in programs offered by 10 providers and an examination of relevant documents from 5 providers in the Auckland area. Data analysis indicated that LEOTC programs were playing an essential role in complementing the classroom work of teachers. Teachers considered them very valuable, especially in how they provided opportunities for hands-on experience. Providers were able to adapt the programs to meet the needs of diverse students. Some rural schools expressed a need for a wider range of programs. Teachers wanted to see more information about programs. All types of schools participated in the programs, regardless of socioeconomic status or geographic location. An appendix presents the telephone survey questionnaire. (SM)

ED 430 937   SP 038 519

Julian, Rae
"If We Didn't Have Them, We'd Have To Reinvent Them." An
  Evaluation of Normal and Model Schools in New Zealand.
PUB DATE- 97
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College School Cooperation; Elementary Secondary
  Education; Field Experience Programs; Foreign Countries; Higher
  Education; *Partnerships in Education; *Practicums; *Preservice
  Teacher Education; School Role; *Student Teaching
IDENTIFIERS- New Zealand; *Normal Schools

This report describes the evaluation of normal and model schools in New Zealand. Researchers examined the difference between the schools and the difference between them and other schools involved in preservice teacher education. The study used a mailed survey of the 22 normal and 8 model schools and telephone interviews with practicum coordinators from 5 colleges of education and 1 university school of education that worked closely with the normal and model schools. Researchers asked about how well the schools performed practicum students to be able to understand the teachers rather than the teachers to understand them. Respondents worried about being able to create a positive learning environment with equitable treatment for all. (Contains 13 references.) (SM)

ED 430 956 SP 038 540

Haffner, Debra W.
From Diapers to Dating. A Parent's Guide to Raising Sexually Healthy Children.
PUB DATE- 99
NOTE- 228p.; Introduction by Alyssa Hoffner Tartaglione.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Adolescents; *Child Health; Children; Day Care; Divorce; Elementary Secondary Education; Health Promotion; Homosexuality; Infants; *Parent Child Relationship; Parent Role; Parents as Teachers; Preschool Education; *Sex Education; Sex Role; Sexual Abuse; *Sexuality
IDENTIFIERS- Sexual Attitudes; Sexual Relationships

This step-by-step program for raising sexually healthy children helps parents provide accurate information and communicate their own values to their children. Chapter 1, "The Basics"; includes "Sexually Healthy Families"; "The Key: Finding Teachable Moments"; and "Guidelines for Communication." Chapter 2, "Infants and Toddlers, Birth to Age 2," includes "Sexual Development of Infants"; "Parents' Response"; "The Importance of Touch"; "Sexuality Issues at the Hospital"; "Circumcision"; "Hepatitis B"; "First Days at Home"; "Teaching the Parts of the Body"; "Genital Exploration"; "Thinking Through Gender Roles"; and Special Issues: "Your Child Care Provider." Chapter 3, "The Preschool Years, Ages 2 to 5," includes "Teaching the Parts of the Body"; "Bath Time"; "I Want to be Alone"; "Genital Touching"; "We're Just Playing Doctor, Mom"; "'Is My Son Gay?'" "'Where Do I Come From?'" "When Your Child Walks In When You Are Making Love"; and Special Issues: "Your Preschool" and "Sexual Abuse." Chapter 4, "Early Elementary School, Ages 5 to 8," includes "Your Child is Growing Up"; "Teaching Your Child the Facts of Life"; "Bath Time"; "Masturbation"; "More on Sex Play"; "Friendships"; "Going to Other People's Houses"; "But All the Kids Watch It"; "The News"; "Working with the Elementary School"; "Tag, You Have AIDS"; "Oh S #$!"; "I'm So Sexy;" and Special Issues: "Divorce" and "Parents Dating." Chapter 5, "Upper Elementary School, Ages 9 to 12," includes "Preparing for Puberty"; "Preparing Your Daughter for Puberty"; "Preparing Your Son for Puberty"; "For Boys and Girls"; "A Few Words About Early and Late Developers"; "'Am I Normal?'" "Emotional Development"; "The Preteen Ager with No Questions"; "Masturbation"; "Going Together"; "Mom, I Think I'm Gay"; "Body Image, Appearance, and Dieting"; "Teen Magazines"; "Dad, Will You Buy Me a 'Playboy'?" "The Internet"; and Special Issues: "Hostile Hallways" and "How to Evaluate Sexuality Education Outside of the Home." Chapter 6, "Resources for More Information," includes "Additional Readings"; "Videos"; "Web Sites"; "Organizations"; and "Hotlines." (SM)

ED 430 957 SP 038 541

Levine, Sarah L., Ed.; McVay, Scott, Ed.

ED 430 975 SP 038 561

Neapolitan, Jane E.
Teachers' Beliefs about Redesigning Instruction To Meet New Standards through Action Research.
PUB DATE- 99
NOTE- 19p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Chicago, IL, February 12-16, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; Curriculum Development; Elementary School Teachers; Middle School Teachers; Middle Schools; Primary Education; *State Standards; *Teacher Attitudes; Teacher Improvement
IDENTIFIERS- Virginia

This study examined the beliefs of six Virginia teachers (two elementary and four middle) about redesigning instruction to meet new state standards of learning through action research. It focused on how teachers reconsidered current teaching practices in order to reconcile the demands of higher stakes learning with progressive ideas about curriculum, instruction, and assessment. The participants undertook action research projects in which they redesigned instructional units that incorporated some of the new standards. In doing so, each participant used an assessment tool, such as a rubric, checklist, or portfolio. Data for qualitative analysis were gathered from the action research projects, participants' written reflections, focus groups, and a 6-month followup survey of participants. Results showed that participants' students gained a more explicit understanding of the connection between learning and assessment, took responsibility for their learning, and received improved instruction. The participants gained autonomy and confidence for redesigning instruction, reached a higher level of problem- solving ability, and learned to use classroom data more effectively. Effects of the participants' action research on administrators and other teachers, however, were limited. (Contains 13 references.) (Author/SM)

ED 430 976 SP 038 562

Teberg, Ann S.
Identified Professional Development Needs of Teachers in Curriculum Reform.
PUB DATE- 99
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; *Educational Change; *Faculty Development; Middle School TEachers; Middle Schools; Teacher Attitudes; *Teacher Improvement

This study examined the types of support, resources, and professional development that teachers considered the most beneficial in implementing curriculum reform. Participants were 185 literacy teachers from urban, suburban, and rural middle schools in a northwestern state. The study used questionnaires to collect information about teachers' knowledge of the reform

(Professions); Tables (Data); Test Construction; *Test Items; *Translation
IDENTIFIERS- Item Bias Detection; *Mantel Haenszel Procedure

Data from a 50-item translated test used for certification were used to assess the percentage and type of agreement between the Mantel-Haenszel (MH) and Differential Functioning of Items and Tests (DFIT) techniques for the detection of differential item functioning (DIF). The DFIT procedure flagged 10 of 30 items as exhibiting significant DIF while the MH technique flagged 2 of 30 items for significant DIF. In both methods items were flagged for significant DIF when translation differences appeared in the item stems. The DFIT method was more sensitive in detecting DIF, resulting exclusively from differences in the item answer options. The overall percent agreement between the two techniques for the detection of DIF in this investigation was 20 percent. The MH technique detected 1 of 10 items as exhibiting nonuniform DIF and 1 of 10 items as displaying uniform DIF. The DFIT procedure detected 4 of 10 items as exhibiting nonuniform DIF and 6 of 10 as displaying uniform DIF. Four appendixes contain tables of descriptive statistics and the English and back-translated item versions. (Contains 34 references.) (Author/SLD)

ED 430 996 TM 029 822

Wilson, Vicki A.
Student Response to a Systematic Program of Anxiety-Reducing Strategies in a Graduate-Level Introductory Educational Research Course.
PUB DATE- 99
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Anxiety; *College Faculty; Educational Research; Focus Groups; *Graduate Students; Graduate Study; Higher Education; Instructional Effectiveness; Interpersonal Relationship; Introductory Courses; *Statistics; Teacher Student Relationship; Teaching Methods

In this study of 53 graduate students enrolled in an introductory course in educational research, the instructor employed strategies noted in the literature as effective in reducing anxiety in statistics classes: (1) addressing the anxiety; (2) using humor; (3) applying statistics to real world situations; (4) reducing fear of evaluation; and (5) encouraging students to work in cooperative groups. Students were asked to respond to a question about what the instructor did to reduce anxiety in the statistics class. The 86 responses could be classified into two groups: the teaching-related behaviors of the instructor; and the interpersonal style of the professor. Few responses related directly to strategies the instructor used to alleviate anxiety. In two focus groups of nine students, responses mirrored the written responses. The conclusion drawn from these findings is that students perceive specific teaching behaviors and the interpersonal style of the instructor as being helpful in reducing anxiety. Effective teaching behaviors included giving individual help, expressing concern about anxiety, breaking the material down into small steps, using humor, and giving the students activities to help them grasp the concepts. Interpersonal factors include having a positive attitude and being encouraging, reassuring, supportive, and

ED 431 017 TM 029 849

Wolfe, Edward W.; Gregoire, Michele
Using the Rasch Model To Assess the Implementation of Exemplary Middle School Practices: A Pilot Study of Florida's Middle Schools.
PUB DATE- 99
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Assistant Principals; *Block Scheduling; *Educational Practices; *Item Response Theory; *Middle Schools; Pilot Projects; Program Implementation; Telephone Surveys
IDENTIFIERS- Florida; *Rasch Model

Researchers designed and piloted a questionnaire that measures the level of implementation of exemplary middle school practices (based on the work of P. George and W. Alexander, 1993) using Rasch measurement theory. Assistant principals (n=26) participated in telephone interviews by responding to a 27-item questionnaire that contains items reflecting school scheduling practices, team teaching, teacher planning, school philosophy, tracking, and other exemplary middle school practices. Findings show that schools with block scheduling exhibited more exemplary middle school practices than did those with traditional class scheduling. In addition, 58% of the sample exhibited exemplary middle school practices based on the most distinguishing questionnaire items. An appendix contains the study questionnaire. (Contains 3 tables, 2 figures, and 24 references.) (Author/SLD)

ED 431 018 TM 029 850

Parkes, Jay T.; Suen, Hoi K.; Zimmaro, Dawn M.; Zappe, Stephen M.
Structural Knowledge as a Pre-requisite to Valid Performance Assessment Scores.
PUB DATE- 99
NOTE- 28p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Montreal, Quebec, Canada, April 20-22, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; *Concept Mapping; Higher Education; Knowledge Level; *Performance Based Assessment; Scores; *Transfer of Training; *Validity
IDENTIFIERS- *Structural Knowledge

Structural knowledge is a pre-requisite to valid performance assessment scores because structural knowledge leads to better transfer. Better transfer will cause consistency to occur between task performances for a given individual, and this consistency allows for less construct-irrelevant variance and more construct-relevant variance to be present in the scores. This means more valid scores. This paper provides empirical support for each link in this argument. Concept maps are used as representations of the structural knowledge taught in a Political Science I course. Students in that course (approximately 325 students) were assessed using an essay performance assessment. Those students in the concept-mapping condition are shown to write more consistent essays than those effective as VR because they are two-dimensional and passive. One world geography class selected for this experiment is composed of five units. A rotation of the treatment is used: each group uses VR for two units and videos for two units; in addition, one unit is optional for every student. To determine: (1) the effect of VR support, administer competency tests, (2) student attitudinal responses toward VR, students complete survey and interview, and(3)tendency of returning to VR, students opt to attend VR lab with attendance taken. Results have implications for the design and implementation of VR support in school curricula. The student questionnaire is appended. (Author/AEF)

ED 430 563   IR 019 704

CNN Newsroom Classroom Guides. June 1999.
PUB DATE- 99
NOTE- 132p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cable Television; Class Activities; *Current Events; Discussion (Teaching Technique); Educational Television; Elementary Secondary Education; News Media; Programming (Broadcast); *Social Studies; World Affairs
IDENTIFIERS- Cable News Network; *CNN Newsroom; Web Sites

These guides, designed to accompany the daily Cable News Network (CNN) Newsroom broadcasts for June 1-30, 1999, provide program rundowns, suggestions for class activities and discussion, links to relevant World Wide Web sites, and a list of related news terms. Top stories include: NATO bombings in Belgrade amid peace negotiations, people of South Africa go to the polls, millions turn out for South Africa's second all-race elections, and the Serb parliament accepts NATO's Kosovo peace plan (June 1-4); talks between NATO and Serb military leaders collapse, bombs persist over Yugoslavia, at President Clinton's urging, theaters will make viewers present photo identification to see "R" rated movies, Yugoslav officials agree to begin withdrawing troops from Kosovo as part of a peace deal, and Yugoslav troops begin withdrawing from Kosovo (June 7-11); NATO troops assert control over Pristina, Yugoslavia, U.S. forces arrive in Kosovo, tensions mount as Yugoslavian troops withdraw from Kosovo, Vice President Al Gore announces his candidacy for U.S. President, and Kosovo refugees return home (June 14-18); CNN Newsroom provides a chronology of the Kosovo conflict, the KLA solidifies ties with NATO by signing a disarmament agreement, President Clinton visits with Kosovar refugees at the Stankovec Refugee Camp, investigators gather evidence of war crimes in Kosovo, and to better understand the evolution of the universe, NASA launches the FUSE telescope (June 21-25); the international community extends efforts to help rebuild Kosovo, NATO forces continue to encourage KLA disarmament in Kosovo, and Kurdish rebel leader, Abdullah Ocalan, receives the death sentence (June 28-30). (AEF)

ED 430 564   IR 019 705

Branch, Robert M.; Kim, Dohun; Koenecke, Lynne
Evaluating Online Educational Materials for Use in Instruction. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement

discussion at the ARL business meeting; ARL activities from May-September 1996; and an ARL attendance list. (AEF)

ED 430 583 IR 057 364

Barrett, Jaia, Ed.; Wetzel, Karen A., Ed.
Consortial Leadership: Cooperation in a Competitive Environment. Proceedings of the Meeting of the Association of Research Libraries (130th, Albuquerque, NM, May 14-16, 1997).
PUB DATE- 99
NOTE- 158p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Academic Libraries; *Competition; *Consortia; *Cooperative Programs; Cultural Differences; Diversity (Institutional); Educational Administration; Educational Cooperation; Higher Education; *Institutional Cooperation; Intercollegiate Cooperation; Leadership; Library Associations; Partnerships in Education; *Research Libraries; Universities
IDENTIFIERS- *Association of Research Libraries

The program of the 130th meeting of the Association of Research Libraries (ARL) explored the leadership challenges posed by the juxtapositions of cooperation and competing priorities in a consortial environment. Following an opening and welcome (Gloria Werner, ARL Presiding President), and a Keynote Address, "Defining Successful Leadership" (David Campbell), the first session, "Cooperative Ventures: Experiences from Other Sectors," was introduced by Carole Moore and included the following papers: "Competitive Cooperation Among Foreign Language and Area Studies Centers" (Gilbert W. Merkx); "Partnering as a Competitive Strategy: Lessons from the Los Alamos National Laboratory" (Thomas Garcia); and "The Art Museum Network as a Tool for Cooperative Programming" (Maxwell L. Anderson). The luncheon session, "Government Relations Update" was introduced by Nancy Cline and included these papers: "Lessons from the WIPO Negotiations of December 1996" (Douglas Bennett); "The Context and Politics of WIPO Negotiations" (James G. Neal); and "Canadian Copyright Law Reform and the Cancopy License Renewal" (Graham Hill). The second session, "Building Community from Diversity" was introduced by Nancy L. Baker and included the following papers: "Redefining America: Diversity in the 21st Century" (Evelyn Hu-DeHart) and "Santa Fe Affordable Housing Program" (Joseph Montoya and Steve Bruger). The third session, "Lessons from Library Consortia" was introduced by Ken Frazier and included these papers: "Trends in Library Consortia" (William G. Potter); "Consortial Leadership: Essential Elements for Success" (Barbara McFadden); and "Consortia: A Tool for Building a Knowledge Commons" (Richard E. Lucier). Papers from the ARL Town Meeting are also included: "Organizational Arrangements for Shared Digital Collections" (Douglas Bennett) and "Using ILL/DD Performance Measures" (Shirley K. Baker and Mary E. Jackson). Appendices include reports from the ARL business meeting; AAU/ARL Global Status Report; selected definitions and readings; audited financial statements for the year ended December 31, 1996; and ARL attendance list. (AEF)

ED 430 584 IR 057 369

Slowinski, Joseph
Using the Web To Access Online Education Periodicals. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

the State of North Carolina, thus the authority to audit is granted by Article 5A of G.S. 147. The accounts and operations of the institution were subject to audit procedures considered necessary to complete the audit work necessary for North Carolina's Comprehensive Annual Financial report (CAFR). In addition, auditing procedures considered necessary to report on the financial statements relating solely to Isothermal Community College were also performed. The objectives of the audit were to express an opinion on the financial statements; to present instances of noncompliance (if any) with laws, regulations, contracts or grants; and to present significant deficiencies (if any) in internal control over financial reporting. The tests found the financial statements to present the amounts and disclosures made in accordance with generally accepted accounting principles as described in the Independent Auditor's Report on the Financial Statements. The investigation also revealed that no instances of noncompliance or material weaknesses in internal control over financial reporting occurred which would require disclosure under the Government Auditing Standards. (SKF)

ED 430 604 JC 990 270

Campbell, Ralph
Financial Statement Audit Report of Pamlico Community College.
PUB DATE- 98
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; *Audits (Verification); College Administration; Community Colleges; *Compliance (Legal); *Educational Finance; *Financial Audits; Financial Policy; Two Year Colleges

This report presents the results of the Pamlico Community College financial statement audit for the fiscal year ending on June 30, 1998. Pamlico Community College is a component of the State of North Carolina, thus the authority to audit is granted by Article 5A of G.S. 147. The accounts and operations of the institution were subject to audit procedures considered necessary to complete the audit work necessary for North Carolina's Comprehensive Annual Financial report (CAFR). In addition, auditing procedures considered necessary to report on the financial statements relating solely to Pamlico Community College were also performed. The objectives of the audit were to express an opinion on the financial statements; to present instances of noncompliance (if any) with laws, regulations, contracts or grants; and to present significant deficiencies (if any) in internal control over financial reporting. The tests found the financial statements to present the amounts and disclosures made in accordance with generally accepted accounting principles as described in the Independent Auditor's Report on the Financial Statements. The investigation also revealed that no instances of noncompliance or material weaknesses in internal control over financial reporting occurred which would require disclosure under the Government Auditing Standards. (SKF)

ED 430 605 JC 990 271

Campbell, Ralph
Financial Statement Audit Report of Rockingham Community College.
PUB DATE- 98

strengthen and expand partnerships that support state-of-the-art technical knowledge; and (10) the SBOE will ensure the development of a network of community colleges and other educational institutions throughout the state. (JP)

ED 430 623 JC 990 304

Gainous, Fred; Moses, Robert; Romine, Robert J.
The Alabama College System: A Partner in Economic and Human Resource Development. A White Paper.
PUB DATE- 99
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *College Role; *Community Colleges; Educational Improvement; *Educational Planning; Futures (of Society); *Job Training; *Labor Force Development; Literacy; School Effectiveness; *Technical Institutes; Two Year Colleges
IDENTIFIERS- *Alabama; Workforce Investment Act 1998

This white paper highlights provisions of the Workforce Investment Act (WIA), signed into law by President Clinton in 1998, and presents the resulting opportunities for The Alabama College System to broaden its role as a partner in redefining and advancing the state's workforce development system for the 21st century. The foreword points out the importance of preparing employees for the demands of the "knowledge-based" economy, the role that Alabama's community colleges have played in workforce training, and Alabama's current low level of literacy and jobs per capita. The WIA provisions are as follows: (1) a state workforce investment board and a local workforce investment board should be established to assist the governor in developing policies and procedures; (2) local service delivery areas should be established, taking into account the geographic service areas of local educational institutions, available resources, and the extent to which these areas are consistent with labor market areas; and (3) one-stop delivery systems should be established in each local area to provide activities such as welfare-to-work, veterans programs, and Title II adult education and literacy activities. Alabama has already made a substantial investment in workforce development through its system of two-year colleges, and the wisest use of workforce investment funds is the leveraging of this existing workforce infrastructure into a stronger, more efficient, permanent workforce training system. (CAK)

ED 430 624 JC 990 305

Davis, Jackie L.
Developmental Course-Taking in Community Colleges.
PUB DATE- 99
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Community Colleges; *Developmental Studies Programs; *Mathematics; Remedial Programs; *Student Evaluation; Two Year College Students; Two Year Colleges
IDENTIFIERS- *Developmental Students; Olney Central College IL

This paper presents an examination of community college students vacant full-time faculty positions each year; (5) the rate of employment of part-time faculty varies greatly by college and discipline, with evening and off-campus instruction relying on part-time faculty to do 72% of the teaching; (6) departments that rely most on part-time faculty are basic skills, developmental, and college English; and (7) no significant difference has been found in the quality of instruction offered by part-time and full-time faculty, as measured by student ratings, class retention, or student achievement. (AS)

ED 430 643 JC 990 330

Weglarz, Shirley
JCCC Financial Aid Office Student Satisfaction Survey, 1997.
PUB DATE- 98
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Educational Assessment; Participant Satisfaction; Program Evaluation; Program Improvement; Questionnaires; Services; Student Attitudes; *Student Financial Aid; Student Surveys; Two Year College Students; Two Year Colleges
IDENTIFIERS- *Johnson County Community College KS; *Student Satisfaction

In 1997, the Financial Aid Office Staff at Johnson County Community College (JCCC) in Kansas conducted a survey to gauge student satisfaction with the Student Financial Aid Office. Surveys mailed to 3,026 current and prospective JCCC students resulted in 299 usable responses. This report combines results for applicants for two types of financial aid (Federal and non-Federal), and also highlights the differences between each kind of award. Appended are the questionnaire and cover letter, as well as tabled survey results. Major findings are presented under headings including overall satisfaction, types of financial aid received, ratings of services and contacts, length of wait, student likes and dislikes, interest in scholarship search services, suggested improvements, and Federal aid versus non-Federal aid applicants. In general, overall satisfaction, which averaged 3.8 on a 5-point scale, was seen as generally high but needing improvement. Six recommendations are made, including: (1) review phone procedures to decrease busy signals and waiting time; (2) continue to use modified "triage" procedures to help decrease time in line; (3) develop a comment card to monitor student satisfaction; (4) continue to refer students to free scholarship search web sites; (5) review the cost, staffing, and operational implications of offering additional limited evening hours; and (6) provide checklists to students detailing specific requirements and deadlines for various financial aid options. (AS)

ED 430 644 JC 990 331

Gainous, Fred; Kuzmicic, Jorge; Romine, Robert J.; Culverhouse, Renee; Dahl, Debbie
The Alabama College System Quarter to Semester Conversion: A Working Manual.
PUB DATE- 97
NOTE- 184p.
LANGUAGE- English

Production Technology programs decreased by 10% over the five-year review period. Recommendations are presented for consideration, including: (1) programs should be reviewed to ensure they are addressing the skills needed by employers; (2) colleges should pursue enhanced partnerships with high schools, vocational schools, and business and industry; (3) colleges should monitor completions; and (4) colleges should ensure that applicable machining standards are addressed in the curriculum. Contains 13 references. (VWC)

ED 430 661 JC 990 350

Administrative Rules of the Illinois Community College Board.
PUB DATE- 99
NOTE- 114p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Administrative Policy; *Board of Education Policy; Boards of Education; *College Administration; *Community Colleges; Educational Policy; Politics of Education; Two Year Colleges
IDENTIFIERS- *Illinois Community College Board

This document outlines the administrative rules of the Illinois Community College Board (ICCB), delineating: (1) ICCB Administration, including definitions, regulations of advisory groups and opinions, manuals, the role of the executive director, appearance at ICCB meetings, appeal procedure, administration of detachments and subsequent annexations, and recognition; (2) Local District Administration, describing reporting requirements, certification of organization, responsibilities, and maintenance of documents or information; (3) Programs, detailing definitions; units of instruction, research, and public service; program and reporting requirements; statewide and regional planning; college, branch, campus, and extension centers; cooperative agreements and contracts; and course classification and applicability; (4) Students, discussing definition of terms, admissions, student services, academic records, student evaluation, and reporting requirements; (5) Finance, reviewing definitions, financial planning, audits, budgets, nonresident student tuition calculations, published financial statements, grants, reporting requirements, chart of accounts, and uncollectible debts; (6) Capital Projects, relating definition of terms, approval and funding of capital projects, project changes, approval and completion of projects, and demolition of facilities; (7) State Community Colleges, setting forth definitions, applicability, recognition, programs, finance, personnel, and facilities; and (8) Personnel, recounting definitions and sabbatical leaves. Appended are: (1) public access to information, including information requests and minutes of closed sessions; and (2) American with Disabilities Act grievance procedures, describing purpose, definitions, procedure, designated coordinator level, final level, accessibility, and case-by-case resolution. (VWC)

ED 430 662 PS 026 648

Males, Mike A.
The Scapegoat Generation: America's War on Adolescents.
PUB DATE- 96
NOTE- 329p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Numerical/Quantitative Data (110),Reports -

Education; *Student Participation; Verbal Ability
IDENTIFIERS- *False Beliefs; Theory of Mind

This study investigated the effect of active participation in a story reading on children's understanding of false belief. Children, ages 38-63 months, were assigned to a participation or non-participation group. Participating children engaged in a book-reading process using puppets to respond to the story. Non-participating children were read the same story. All children completed the Peabody Picture Vocabulary Test-Revised to measure receptive language ability, and a traditional false-belief task. Results showed that age did not significantly affect the narrative task, but both verbal ability and type of participation were important. More children in the participation group than in the non-participation group demonstrated an understanding of false belief in the narrative task. (Author/JPB)

ED 430 681   PS 027 609

Lindsay, Jeanne Warren; Brunelli, Jean
Nurturing Your Newborn: Young Parents' Guide to Baby's First Month. With Teacher's Guide (Workbook Responses, Quizzes, Answer Keys) and Independent Study Guide.
PUB DATE- 99
NOTE- 145p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Health; Course Descriptions; *Credit Courses; Early Parenthood; Elective Courses; Fathers; High Schools; Home Study; Infant Behavior; *Infant Care; Mothers; *Neonates; *Parent Child Relationship; *Parent Education; Parent Materials; Parenting Skills; Safety; Study Guides; Teaching Guides
IDENTIFIERS- Child Safety

A teen mother is likely to be out of school for several weeks following childbirth and will probably spend many hours caring for and bonding with her child. Schools may take this opportunity to allow her to earn elective school credit. This document is comprised of a textbook for use in such a course, a study guide, and a teacher's guide. The textbook chapters are: (1) "Coming Home with Your Baby," discussing initial adjustment; (2) "Feeding and Loving Your Newborn," presenting tips on breastfeeding and bottle feeding and providing information on obtaining assistance for food expenses; (3) "Observing Your Wonderful Newborn," describing typical newborn behavior and sensory capabilities; (4) "Baby's Goal--To Be Comfortable," providing suggestions for meeting infant's comfort needs and discussing "spoiling" and the importance of maternal sensitivity; (5) "Guarding Your Infant's Health and Safety," dealing with various conditions such as diaper rash and identifying common health complaints; (6) "Dad's a Parent, Too," concerning the benefits of father involvement in infant care and father's rights and responsibilities; (7) "Focus on Mom and Extended Family," discussing issues related to the role of extended family members, the importance of taking responsibility, and living arrangements; and (8) "Baby and Parents--Changing Rapidly," examining relationships with other caregivers, a partner, having another child, and lifestyle was trouble that one could get into. The strongest findings of the 10-year follow-up were for juvenile delinquency. Only 6 percent of FDRP youth, compared to 22 percent of contrast youth, were processed as probation cases by the County Probation Department; contrast youth also had more serious offenses. Juvenile court costs per child were less for FDRP youth than for contrast youth. Although there were no educational differences between FDRP males and contrast males, FDRP females had better grades and fewer school absences than did contrast females. Due to difficulties in locating the adults from the contrast group, data are not available to contrast current adult functioning. (KB)

ED 430 700 PS 027 640

Moller, Karla
"I Get Proud When I Read": First Graders Talk about Reading.
PUB DATE- 99
NOTE- 64p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Elementary School Students; *Grade 1; Primary Education; Qualitative Research; *Reading; *Reading Attitudes; *Reading Motivation; Reading Processes; *Student Attitudes

This interpretive research explores five first graders' perceptions of reading and of being readers, asking the questions: What does reading or being a reader mean to a group of children who are at the end of first grade? What do they see as its purpose? and How do they view themselves as readers? The data are presented in the form of narratives describing the children and their views, followed by a discussion of the children's reading identities and purposes for reading as condensed into five categories: practice, people, power, pleasure, and performance. Practice, a main purpose for the children, entailed reading longer words and books, learning more words, and developing decoding skills. Reading as a social process included connections to people, both while being taught to read and when sharing texts with others. Mastery of reading provided varied feelings of power and control either over general textual ideas or over the words themselves. Pleasure and humor were emphasized in relation to children's reading, while instrumental motives were attributed to adults and to teacher-directed activities. Performance allowed for a display of knowledge and skills, but brought fear of ridicule for some. (Five appendices include interview questions and children's narratives. Contains 55 references and 12 children's books.) (Author/KB)

ED 430 701 PS 027 641

Perry, Donna G.
A Study To Determine the Effects of Pre-Kindergarten on Kindergarten Readiness and Achievement in Mathematics.
PUB DATE- 99
NOTE- 55p.; Master's Thesis, Salem-Teikyo University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; Kindergarten; *Kindergarten Children; *Learning Readiness;

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- At Risk Persons; *Child Welfare; *Childhood Needs; *Children; Emotional Response; Foster Care; Parent Background; Parent Child Relationship; *Prisoners; Public Policy
IDENTIFIERS- *Incarcerated Parents

The estimated 1.5 million children in the United States with parents who are incarcerated have experienced disrupted and multiple placements, decreased quality of care, financial hardship, and lack of contact with the parents. Consequently, these children are at risk for poor academic achievement, substance abuse, delinquency, and future incarceration. This issue brief examines characteristics of parents in prison, discusses the effects of parental incarceration, and makes recommendations for intervening to address the children's special needs. The following recommendations are made: (1) identify children in out-of-home care who have incarcerated parents; (2) identify gaps in services and advocate for resource and service development; and (3) enhance services to better meet the needs of children of imprisoned parents by considering ways to provide preventive services, strengthen permanency planning services, strengthen reunification services, and provide more training to caseworkers and foster parents. (KB)

ED 430 720 PS 027 672

Children '99. 1999 Children's Legislative Agenda: Budget Updates and Issue Briefs.
PUB DATE- 99
NOTE- 100p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Budgets; *Child Welfare; Children; Family Problems; *Federal Legislation; Federal Programs; Foster Care; Foster Children; Intervention; Policy Formation; Position Papers; *Public Policy; Substance Abuse
IDENTIFIERS- *Child Welfare League of America; Permanency Planning (Foster Care)

Throughout its 79 year history, the Child Welfare League of America has advocated for public policies that benefit America's children and families. This report presents the League's 1999 legislative agenda, focusing on stopping child abuse and strengthening families. The position statement details four issues identified as top legislative priorities for the first session of the 106th Congress: (1) improvement and expansion of prevention and treatment for substance-involved families in child welfare; (2) increased resources for independent living preparation and support for older youths in foster care; (3) protection of youths in custody and increased support for prevention and effective intervention as part of juvenile justice legislation; and (4) increased opportunities for permanency for children waiting for homes by extending adoption assistance to more children with special needs. The report also discusses the federal budget surplus and presents proposals in the President's budget for investments for children and families. The major part of the report presents background and actions taken for each of the four top legislative priorities, plus recommendations to restore Title XX block grant funds for child protection, invest in quality child care, ensure health care for children, help young people to prevent or cope with early parenthood, and preserve fair

Student Relationship
IDENTIFIERS- New York (Albany); *Sense of Community

Founded in 1969 in an inner-city neighborhood, the Albany Free School is based on real freedom, community, democratic principles, and affection and trust between teachers and students. This book provides an in-depth history of the Free School, including a brief analysis of its place in the broader scheme of things; describes the school with reference to the various alternatives to conventional schooling; and addresses certain fundamental subjects often neglected in our national thinking about children. Various anecdotes describe ways of working with children as unique individuals, based on faith in every child's inborn desire to learn. The anecdotes are organized into chapters that demonstrate school philosophy about handling disruptive or aggressive children, the apprenticeship model of learning, children's emotional and interpersonal issues, fear, concentration, television's effect on children, religion and spirituality, race and class, sexuality, teaching, and community. The concept of community is central to the school's philosophy. Children profit immensely from exposure to the practice of community at the Free School, because it establishes an interior template that helps them find personal meaning based on their ability to connect with others. (TD)

ED 430 739 RC 021 850

Widder, Keith R.
Battle for the Soul: Metis Children Encounter Evangelical Protestants at Mackinaw Mission, 1823-1837.
PUB DATE- 99
NOTE- 278p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- *Acculturation; American Indian Education; *Boarding Schools; Catholics; Chippewa (Tribe); Cultural Differences; *Cultural Exchange; Elementary Secondary Education; *Family Life; *Metis (People); North American History; Protestants; Social History; World Views
IDENTIFIERS- *Evangelical Christians; Fur Trade; Great Lakes; Michigan (Mackinac Island); *Missionaries

In 1823, evangelical missionaries William and Amanda Ferry opened a boarding school for Metis children on Mackinac Island, Michigan Territory, hoping to convert and transform the Metis people through their children. Instead, they helped bring about a revival of Catholicism, and their students refused to abandon the fur trading lifestyle. Chapter 1 relates the origin of the Metis through intermarriage when the French came to live and trade with the Chippewa in the Great Lakes area, and details the nature and characteristics of Metis' family life as an important part of the bicultural "middle ground" that bound together those in the fur trade. Chapter 2 describes how the evangelist desire to take the gospel to lost souls everywhere coincided with the expansionist attitude driving other Americans at the time. While the Ferrys' intentions were spiritual, they served as agents of acculturation. Chapter 3 follows the Metis' role as middle ground through French and English influences, and discusses the importance of their "folk Catholic" faith. Evangelical Protestant Christianity introduced a new, potentially explosive element into the Mackinac fur trading society. Chapter 4 describes the controversy between Catholics and Protestants at Mackinac as a conflict between two different world views. Catholicism responded by renewing its

As part of its contract to develop a framework for continuous school improvement in its four-state region (Kentucky, Tennessee, Virginia, and West Virginia), Appalachia Educational Laboratory staff designed the Quest project. Based upon principles of inquiry, collaboration, and action research, Quest supports and investigates ongoing school improvement efforts through conferences, visits to participating schools, communication via listserv and mailings, and the creation of a Quest network of schools. The first network conference was held October 5-7, 1997, in Roanoke, Virginia. Teams consisting of students, teachers, parents, and administrators from each of nine high schools attended, for a total of 36 participants. Evaluation data were generated by participant observation, unstructured interviews, quantitative and qualitative feedback forms, and follow-up forms. Data indicate that the conference's six goals--connect with colleagues, create a learning community, connect with concepts related to continuous school improvement, create personal and shared meaning, commit to continue learning with this community, and commit to continue the Quest back home--were successfully achieved, in spite of some participant discomfort with the Quest approach. Follow-up data suggest that Quest had prompted discussions within some schools concerning improvement strategies, and some schools instituted small school-improvement projects. The Quest listserv was not used by many participants. Recommendations are made for improving future conferences. Three appendices present feedback and follow-up forms and the evaluation standards checklist. (Author/TD)

ED 430 757 RC 021 988

Howley-Rowe, Caitlin
Evaluation of Quest Elementary School Network Inquiry into Improvement Conference, November 1997.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change Agents; Change Strategies; Collegiality; *Educational Change; Educational Cooperation; Elementary Education; *Elementary Schools; *Interschool Communication; Listservs; *Networks; Parent Participation; Program Evaluation; *Regional Cooperation
IDENTIFIERS- Reflective Inquiry; *School Improvement Teams

As part of its contract to develop a framework for continuous school improvement in its four-state region (Kentucky, Tennessee, Virginia, and West Virginia), Appalachia Educational Laboratory staff designed the Quest project. Based upon principles of inquiry, collaboration, and action research, Quest supports and investigates ongoing school improvement efforts through conferences, visits to participating schools, communication via listserv and mailings, and the creation of a Quest network of schools. The second network conference was held November 2-4, 1997, in Nashville, Tennessee. Teams of teachers, parents, and administrators from each of 11 elementary schools attended, for a total of 48 participants. The conference featured storytelling as a way to think about continuous school improvement. Evaluation data were generated by evaluator participant observation, unstructured interviews, written feedback, quantitative evaluation, and a follow-up survey. Data indicate that the conference's six goals--connect rally, for a total of 28 participants, and 5 Quest Scholars attended their meeting. Rally activities included a demonstration of the California Protocol, an interactive process to engage the entire school in the school improvement process; a session on brain-based learning; and alignment of teams' school improvement plans with Quest support activities. Evaluation data were generated by evaluator participant observation, unstructured interviews, and three feedback forms. Data indicate that the rally's six goals--connect with colleagues, create a learning community, connect with concepts related to continuous school improvement, create personal and shared meaning, commit to continue learning with this community, and commit to continue this Quest back home--were met very well; connecting with colleagues and commitment to the Quest learning community were achieved best. Appendices include the Quest brochure and framework for continuous improvement, feedback forms, information on the Protocol process, and the evaluation standards checklist. Contains 19 references. (Author/TD)

ED 430 773 SE 061 481

Community-Based Solid Waste Management: A Training Facilitator's Guide.
PUB DATE- 97
NOTE- 280p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizen Participation; Community Problems; Developing Nations; Elementary Secondary Education; *Environmental Education; Physical Environment; *Pollution; Postsecondary Education; Public Health; *Solid Wastes; Teaching Guides; Urban Improvement; *Waste Disposal; Workshops
IDENTIFIERS- Peace Corps

Urban environmental management and environmental health issues are of increasing concern worldwide. The need for urban environmental management work at the local level where the Peace Corps works most effectively is significant, but training materials dedicated specifically to community-based solid waste management work in urban areas are lacking. This manual presents a facilitator's approach to community-based solid waste management (CBSWM). Objectives include providing training sessions for development workers beginning and continuing solid waste management projects; providing information about solid waste management for people interested in the issues; compiling designs of solid waste transport vehicles, storage containers, and landfill models in one place to serve as a reference source; and compiling the experiences of solid waste collection systems worldwide so that others may learn from past successes and failures. This guide is divided into seven sections: 1) Introduction; 2) Guide To Selecting the Best Sections for Your Needs; 3) How To Conduct a Site Visit for CBSWM Activities; 4) Planning a CBSWM Workshop; 5) Raising Our Own Awareness and Building a Community Base (sessions 1-11 of the workshop); 6) Implementing CBSWM (sessions 12-28 of the workshop); and 7) Lesson Plans for Educators (adaptable to a variety of classroom situations for students of all levels). Also includes a bibliography and lists of additional resources. (PVD)

ED 430 774 SE 061 600

Roark, Marvin Brent

Focus of these proceedings is placed on three strands: teaching and learning, policy, and professional development. Following the opening comments, "Charge to Mathematics Educators: What We Want in Mathematics Classrooms" (Margaret B. Cozzens), individual presentations include: "It Doesn't Add Up: African American Students' Mathematics Achievement" (Gloria Ladson-Billings); "The Politics of Urban Mathematics Education" (Stephen R. Cox);"Professional Development: Finding New Ways to Support Teachers of Minority Students" (Marieta W. Harris); "The National Science Foundation's Innovative Curriculum Materials Program" (Glenda Lappan); "Assessment, Evaluation, Mathematics Education Reform, and African American Students: A Framework" (Frank E. Davis); and "When the Vision Confronts Reality: Implementing Reform in Elementary School Mathematics in an Urban School District" (Patricia F. Campbell). Breakout sessons of the three strands include the following presentations: "And from a participant ... What Will It Take for 'All' to Really Mean All?" (Idorenyin Jamar); "Transforming Policy to Enhance the Lives of African American Mathematics Students" (Jennie Bennett); "Implementing Policies for Urban Student Achievement" (Clara Tolbert); and "The Professional Development of Teachers of African American Students" (Lee V. Stiff). The proceedings end with the closing statements, "Conference Summary and Charge to the Benjamin Banneker Association: Challenges in the Mathematics Education of African American Children" (Edgar Edwards); and an epilogue, "Future Plans of the Benjamin Banneker Association" (Carol E. Malloy). (ASK)

ED 430 792 SE 062 573

Leutzinger, Larry, Ed.
Mathematics in the Middle.
PUB DATE- 98
NOTE- 225p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Algebra; Arithmetic; *Educational Change; Educational Technology; Geometry; High Schools; *Mathematics Curriculum; *Mathematics Instruction; *Middle Schools; Student Evaluation

This book contains articles that help to further the process of reform in the middle grades, recognizing that the knowledge acquired during these years greatly affects how well the secondary school curriculum will attain its goals. Critical issues facing middle grade classes in particular and all mathematics classrooms in general are discussed. The centerpiece of this book features five curriculum development projects, all explained in detail and presenting important topics concerning the reform issue. Projects, activities, and programs that encourage the implementation of the recommendations made by the National Council of Teachers of Mathematics (NCTM) are also included. Chapters include: (1) "Middle School Mathematics Reform: Form vs. Spirit" (Gary Tsuruda); (2) "Algebra: The First Gate" (Elizabeth Phillips and Glenda Lappan) (3) "A Multiple-Intelligence Approach to Middle School Mathematics" (Dean A. Murphy); (4) "Conceptual and Procedural Understanding in Middle School Mathematics" (Anthony Rickard); (5) "Transforming Middle School Mathematics through Teacher Empowerment" (Azita Manouchehri and Carol Sipes); (6) "The Role of Technology in the Middle Grades" (Gary G. Bitter and Mary M. Hatfield); (7) "Parents: A Critical Piece of the Mathematics Reform Puzzle" (Mary L. Delagardelle and Matthew A.

experiments are designed to be carried out in 45 minutes or less with minimal equipment and preparation. In-depth explanations of the different types of variables and controls are provided. (WRM)

ED 430 816 SE 062 619

Navigating the Map: Mathematics. Elementary. Released Items, Scoring Guides, Anchor Papers.
PUB DATE- 98
NOTE- 152p.; For the "Intermediate" and "High School" guides, see SE 062 620-621.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Educational Assessment; Elementary Education; Elementary School Mathematics; *Mathematics Achievement; Mathematics Education; *Mathematics Tests; *Scoring; *State Programs; *Test Items
IDENTIFIERS- *Missouri Assessment Program

This booklet provides information and examples from the Mathematics Missouri Assessment Program (MAP) for elementary levels, given in the spring of 1998. These materials include the released items, anchor papers, and scoring guides. The MAP items consist of constructed responses and performance tasks from the state assessment. Anchor papers were selected from student work and represent the different levels of achievement as established through the scoring guides. There are several errors in general that seem to be prevalent among students. Students should be instructed in ways that will help them avoid such errors. Six strategies that should be emphasized to students at all levels to avoid those errors are presented. (Author/ASK)

ED 430 817 SE 062 620

Navigating the Map: Mathematics. Intermediate. Released Items, Scoring Guides, Anchor Papers.
PUB DATE- 98
NOTE- 130p.; For the "Elementary" and "High School" guides, see SE 062 619-621.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Educational Assessment; Elementary School Mathematics; *Mathematics Achievement; Mathematics Education; *Mathematics Tests; Middle Schools; *Scoring; *State Programs; *Test Items
IDENTIFIERS- *Missouri Assessment Program

This booklet provides information and examples from the Mathematics Missouri Assessment Program (MAP) for intermediate levels, given in the spring of 1998. These materials include the released items, anchor papers, and scoring guides. The MAP items consist of constructed responses and performance tasks from the state assessment. Anchor papers were selected from student work and represent the different levels of achievement as established through the scoring guides. There are several errors in general that seem to be prevalent among students. Students should be instructed in ways that will help them avoid such errors. Six strategies that should be emphasized to students at all levels to avoid those errors are presented. (ASK)

LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Historical Materials (060)
DESCRIPTORS- Class Activities; Cultural Differences; *Cultural Pluralism; *Immigrants; *Immigration; Intermediate Grades; Junior High Schools; Learning Activities; *Primary Sources; *Social Studies; Thematic Approach; Thinking Skills; *United States History; Units of Study
IDENTIFIERS- Historical Materials; Twentieth Century

This unit of study (for grades 5-8) about immigrants to the United States at the turn of the century and into the 20th century contains four elements: (1) a set of reproductions of documents; (2) a list of documents with their specific archival reference numbers and a brief synopsis of their historical significance to the unit's theme; (3) 11 classroom activities; and (4) an issue of "Cobblestone" magazine related to the subject matter of this study. The unit helps students develop knowledge of social studies content and improves their skill at understanding such information by introducing them to primary historical documents. This concrete approach advances students to higher-level thinking and offers experience and practice of the following: collecting, organizing, interpreting, and weighing the significance of factual evidence to achieve a systematic analysis of primary source documents; comparing and contrasting evidence from different sources; identifying factual information and separating it from opinion; identifying points of view and biases; and developing defensible inferences, conclusions, and generalizations from factual evidence. (BT)

ED 430 838 SO 029 646

Aghaie, Kamran Scot
Muslim Women through the Centuries: A Unit of Study for Grades 7-12.
PUB DATE- 98
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Historical Materials (060)
DESCRIPTORS- *Females; Foreign Countries; *Islam; *Islamic Culture; Middle Eastern Studies; *Muslims; *Non Western Civilization; Secondary Education; *Sex Role; Units of Study; World History
IDENTIFIERS- Asia; Islamic Countries; National History Standards

This collection of lessons broadens the scope of students' understanding of historical topics. Traditional historical topics are addressed and new perspectives are offered. Lesser known historical topics also are addressed to help give a more thorough understanding. This teaching unit is based on primary sources taken from documents, artifacts, diaries, newspapers, and literature from the period under study. The unit illustrates crucial episodes in history to help students become aware of choices made by historical figures. The purpose of this unit is to explore issues related to women in Islam as well as Muslim history. Teacher background materials consist of a unit overview, unit context, correlation to National Standards for World History, unit objectives, introduction, lesson plans, vocabulary list, and list of key names. The unit presents four lessons for students. The first lesson covers the

Pooling Ideas on Art and Imaging.
PUB DATE- 97
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art Education; *Computer Graphics; Curriculum Design; Elementary Secondary Education; Foreign Countries; *Physical Disabilities; *Visual Arts; *Visual Impairments

Art works created with conventional materials reflect the hand of the artist. Artists with physical disabilities such as muscular spasms, weakness, or limitations of mobility impedes efforts to produce works of art. An experimental program uses computers to introduce art curricula into two British schools: (1) Thurlow Park (a school for children of all ages who are physically disabled); and (2) Chatham Park (a school for visually impaired students). Using Deluxe Paint and Fantavision software, students were able to produce outstanding works of art. The art teacher involved in these experiments presents successful lesson ideas and suggested teaching strategies for using computer graphic software in art programs designed for physically and visually impaired students. Color illustrations of student works are provided and discussed in terms of motivating influences, concept development, problems encountered, problem solving procedures, and solutions arrived at by the young artists. (MM)

ED 430 858 SO 029 758

Burz, Helen L.; Marshall, Kit
Performance-Based Curriculum for Social Studies. From Knowing to Showing.
PUB DATE- 98
NOTE- 122p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Benchmarking; Civics; *Competency Based Education; Cultural Education; Economics; Educational Improvement; Elementary Secondary Education; Human Geography; *Social Studies; State Standards; Teaching Methods; United States Government (Course); World Affairs
IDENTIFIERS- National Council for the Social Studies

This guide is intended to aid in the development of a performance-based curriculum using social studies standards recommended by the National Council for Social Studies. The performance-based orientation encourages students to be accountable for knowing what they are learning, understanding why it is important, and reporting this knowledge and understanding through observable and measurable performances. Teachers are given instructions for making an incremental transition to a performance-based transition. Performance benchmarks for assessing progress are provided for grades 3, 5, 8, and 12 in the first of three sections, "Content/Concept Standards for Social Studies." Content/concept areas included are: (1) Culture, (2) Time, Continuity, and Change; (3) Individual Development and Identity; (4) Individual, Groups, and Institutions; (5) Power, Authority, and Governance; (6) Production, Distribution, and

Unit of Study for Grades 7-12.
PUB DATE- 98
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Historical Materials (060)
DESCRIPTORS- *Demography; Disease Incidence; *European History; Foreign Countries; History Instruction; *Medieval History; *Public Health; Secondary Education; *Social History; Social Studies; Units of Study
IDENTIFIERS- Africa; Asia; Europe; Middle Ages; National History Standards; *Plague

This unit of study explains the causes, course, characteristics, and results of the Black Death during the 14th century. The Black Death, also known as the bubonic plague, left virtually no one untouched in Europe, Asia, and Northern Africa. Europe lost a third or more of its population. In a broader context, study of the unit alerts students to the importance of demography and the study of population, and prepares them for studying other periods of time in which demography played an important part in patterns of change. The unit includes a number of contexts and could serve as part of a unit on the Middle Ages, as background to the Renaissance-Reformation period in Europe, or as an example of a historical process transcending political boundaries. The unit focuses on certain "dramatic episodes" in time and should be used as a supplement to the customary course materials. The unit's teacher background section provides an overview of the entire unit and historical information and context necessary to link the specific "dramatic moment" to the larger historical narrative. The unit's lesson plans include a variety of ideas and approaches for the teacher that can be lengthened or shortened. Student resources accompany the unit's lesson plans and contain primary sources and a 10-item annotated bibliography. (BT)

ED 430 880 SO 030 596

Bowles, William G.; Gump, James O.
South African Dilemmas in the Twentieth Century. A Unit of Study for Grades 9-12.
PUB DATE- 98
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Historical Materials (060)
DESCRIPTORS- *African History; *Cultural Context; Developing Nations; Foreign Countries; High Schools; *Modern History; *Social History; Social Studies; Units of Study
IDENTIFIERS- National History Standards; *South Africa; *Twentieth Century

This teaching unit represents a specific "dramatic moment" in history that can allow students to delve into the deeper meanings of selected landmark events and explore their wider context in the great historical narrative. Studying a crucial turning point in history helps students realize that history is an ongoing, open-ended process, and that the decisions made today create the conditions of tomorrow's history. This unit portrays the complexities of South Africa's past so that middle and high school students might understand that South Africa's history is not simply the story of white racial oppression or tendencies and economic realities. The economic systems section also concludes with a series of exercises to ensure understanding. In describing a given ideology or structure, a country whose government currently represents that ideology or structure is given as an example. In depicting economic systems, the resource, for the most part, avoids mathematical and statistical presentations in favor of the theoretical. The volume concludes with an in-depth index of terms. (RH)

ED 430 900 SO 030 677

Dilworth, Ralph
Systemes politiques et economiques: guide d'encadrement (Political and Economic Systems: Training Guide).
PUB DATE- 98
NOTE- 317p.; For related student companion volume, see SO 030 676. Illustrated by Francois Richardier.
LANGUAGE- French
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship Education; *Civics; *Economics; *Economics Education; Foreign Countries; *Government (Administrative Body); *Government Role; Political Science; Secondary Education; Social Studies; Teaching Guides; Units of Study
IDENTIFIERS- Canada

This teacher's training guide is the companion volume to "Sytemes politiques et economiques," to help high school students learn about political and economic systems. Divided into seven sections, section 1 offers directions and suggestions on how to use the student volume including how to utilize the cartoon drawings that accompany the student text. Section 2 explains the organization of the student volume in table format identifying the featured topics presented in each chapter, supporting activities, key concepts, and important general ideas. Section 3 provides the teacher with supporting material for each chapter including diagrams, cartoons, and background information. Section 4 presents the answers to student activity exercises. Section 5 offers two or three versions of student tests for each chapter. Section 6 contains three comprehensive multiple choice examinations, one for political systems and two for economic systems. Section 7 is the answer key for the examinations in section 6. (RH)

ED 430 901 SO 030 720

Danzer, Gerald A.
Chicago's Black Metropolis: Understanding History through a Historic Place.
PUB DATE- 99
NOTE- 28p.; Personal insights were provided by Adrian Capehart, Dee Woodtor, and Harold Lucas.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Historical Materials (060)
DESCRIPTORS- *Black Culture; *Black History; Built Environment; History Instruction; Instructional Effectiveness; Material Culture; *Metropolitan Areas; Secondary Education; Social Studies; *United States History; *Urban Environment
IDENTIFIERS- African Americans; Black Migration; *Historic Sites; *Illinois (Chicago); National Register of Historic Places

and using incentives to increase the use of research-based staff development. (SM)

ED 430 919 SP 038 501

Lockett, Cara
The National PTA's National Standards for Parent/Family Involvement Programs.
PUB DATE- 99
NOTE- 11p.; Paper presented at the Annual Conference of the Center For the Study of Small/Rural Schools (9th, Memphis, TN, March 25-27, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; *Family School Relationship; *Parent Participation; Parent Teacher Cooperation; Parents; Participative Decision Making; Partnerships in Education
IDENTIFIERS- *Parent Teacher Association

Parent involvement in education, focusing on the National Standards for Parent/Family Involvement Programs is discussed. The standards emphasize the importance of communication between home and school; promoting and supporting parenting skills; the parent's role in student learning; parents as volunteers; parents as full partners in decision making and advocacy; and collaborating with the community. The paper examines each of the standards and focuses on what a successful program should look like. It also outlines a more formal approach to implementing the standards in a school or program. The seven steps are: creating an action team; examining current practice; developing an improvement plan; developing a written parent/family involvement policy; securing support; providing training for project/program staff; and evaluating and revising the plan. Overall, the paper asks schools to value and include parents and families in order to improve education. (SM)

ED 430 920 SP 038 502

Terry, Paul M.
To Care or Not To Care: Can You Measure Care?
PUB DATE- 99
NOTE- 14p.; Paper presented at the 8th Annual Conference of the Center For the Study of Small/Rural Schools (Memphis, TN, March 25-27, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; Administrator Education; Career Change; Elementary Secondary Education; Higher Education; Leadership Training; *Principals; Teacher Attitudes; Teachers
IDENTIFIERS- *Caring

Teachers who leave the classroom to become principals often have difficulty adjusting to the new job responsibilities. A caring attitude may alleviate much of the stress associated with these administrative obligations. However, caring on the job is viewed as a weakness. This finding has led to the investigation of factors related to a caring administrator. The present research examines whether being a caring administrator provides growing opportunities outside of the classroom for teachers responsibilities, the impact of the schools on teacher education in general, changes occurring in the teacher education environment and schools' responses, and the future capability of schools to respond to anticipated demands for teacher education. Results were taken to focus groups of principals in Wellington, Auckland, and Dunedin. Results indicated that the main differences between the normal and model schools and the other schools was that normal and model schools included the practicums as part of their core business. Many included the role in their charter statement. Normal and model schools had close partnerships with the colleges of education. Colleges of education considered normal and model schools essential to their programs. Normal and models schools did not cover the full range of socioeconomic status, and trainees did not have the chance to work with more diverse students. Two appendixes present the study questionnaires. (SM)

ED 430 938   SP 038 520

Julian, Rae
Provider Proliferation: Progress or Problems for the Practicum? A Study of Teaching Practice in Times of Expansion.
PUB DATE- 98
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *College School Cooperation; Elementary Secondary Education; Field Experience Programs; Foreign Countries; Higher Education; *Partnerships in Education; *Practicums; *Preservice Teacher Education; Program Evaluation; *Student Teaching
IDENTIFIERS- New Zealand

This study examined the relationships between providers of primary and secondary teacher education and the schools with which they shared preservice training programs. The study addressed how schools and teachers were selected for the practicums; financial and training contributions made by providers to the schools; relationships between providers and practicum schools; perceived effects of the practicum experience; and comparison of results with results of research on traditional providers and the normal and model schools. Participants were 5 of 10 new teacher education providers and 18 diverse participating schools. Researchers conducted telephone interviews with school principals (or other chosen spokespersons) responsible for organizing the practicums. Results indicated that schools were selected to cover the entire spectrum. Most new providers paid the standard associate teachers' allowance per trainee. Most new providers had developed close relationships with their schools. All schools made positive comments about their relationships with new providers and mentioned the benefits to them from involvement with trainees. When comparing study data to data from normal and model schools, results showed that the advantages to providers of schools such as the normal schools outweigh any disadvantages to the providers. (Normal schools specifically receive funding, buildings, and additional staffing in order to provide practicums.) Many of the schools in this study lacked the advantages of designation and funding. Contains 17 references. (SM)

ED 430 939   SP 038 521

Killion, Joellen

A Passion for Teaching.
PUB DATE- 99
NOTE- 218p.; Book conceived and edited in collaboration with Scott McVay.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Diversity (Student); Elementary Secondary Education; Personal Narratives; Students; *Teacher Attitudes; *Teachers; Teaching (Occupation)

This book, celebrating teachers and teaching, contains the artistry and wisdom of 42 teachers who have remained passionate about classroom teaching for many years. Chapter 1, "Beginnings," includes "The First Day of School" (Richard A. Lawson), "Sustaining the Wonder of Teaching" and "Harvest Home," (Bettye T. Spinner), "The Call to Teach," (Victoria M. Gill), "What They Said," (Louise Wigglesworth), and "Going Forward," (Susanne Rubenstein). Chapter 2, "The Children," includes "Students with Special Needs" (Kristie C. Wolferman), "Clothes Make the Man," (Todd R. Nelson), "Transparencies" (Robin Alexandra Beach), "What Could Be Better?" (Justine S. Heinrichs), "Student Artwork and Excerpts," (Patricia E. Wilson), "Dear Governor Foster," (Lucienne Bond Simon), "This is a Story You Already Know" (Lois Marie Harrod), "Fallen From Grace" (Nette Forne Thomas), "The Ambiguities of Chokers, Lifelines, and Safety Nets" (Nette Forne Thomas), and "Passionate Community" (Irene E. McHenry). Chapter 3, "Cultural Perspectives," includes "Color Blind" (Lanie Higgins), "Unplanned Lessons" (Rose Ratteray), "Lessons and Lives" (Robert L. Bibens), "The Problem with Adam and Eve" (Fausto Sevila), and "Peaches and Plums" (Margaret M. Wong). Chapter 4, "On Teaching," includes "Play by Play" (Diane H. Close), "For Each One of Them I Teach" (Brenda Morrow), "Interdisciplinary Education for Visionary Thinking" and "A Child Drawing" (Douglas DePice), "The Reasons for the Seasons" (Kathy Marzilli Miraglia), "A Shared Approach to Teaching Education as a Dialogue" (Ronald Newburgh), "Never Tire of Learning: Never Tire of Teaching" (Wei-ling Wu), "Scenes from a Teaching Life" (Pamela M. Morgan), "I Love Teaching So Much That I Quit" (Beth Spencer), "Old-Fashioned Values Meet New-Fashioned Young Adults" (Patricia Hall Curvin), and "Ten Experiences in Which Somebody Learned Something" (Benjamin H. Thomas). Chapter 5, "The Power of Words," includes "I Teach" and "Works of Change" (Harry E. Wilson, Jr.), "Living Well in the Classroom" (Hamilton Salsich), and "Chasing Words in the Classroom" (Elizabeth June Wells). Chapter 6, "Reflections," includes "Women and Tools," "Orbitals," and "My Biological Clock is Ticking" (Katherine L. Philip), "Still Life with Mothers" (Peter E. Murphy), "Polishing" and "Remember Me?" (Jane Sprouse), "Sent to Siberia" (Kathy Prout), "Don't Waste the Day," "What About You?" "A List of Prayers and a Gift," "For Winter," "Brooks" and "Not a Miracle Man" (Okey Canfield Chenoweth). Chapter 7, "Teacher/Mentors," includes "It's All About Remembering" (Suzanne H. Synder-Carroll), "Shop Thoughts" (Carter Jason Sio), "Snake Skin" (Carter H. Harrison, Jr.), and "Window" (David Downing). Chapter 8, "After Words," includes "An Honor to Witness" (Kit Frost), "After Words" (Scott McVay), and "About the Authors." (SM)

ED 430 958 SP 038 542

Soine, Robin
Technology in the Trenches: Using Standards To Improve the Quality of Instruction.

initiative and their perceived needs for support in realigning their curriculum with new state standards. Part 1 of the questionnaire requested demographic data on the teacher and school. Part 2 discussed participants' level of need for various types of support related to curricular change. Part 3 contained open-ended questions allowing participants to individualize their responses. Focus group interviews helped elaborate and clarify information obtained from the questionnaires. Data analysis noted the importance of providing teachers with adequate time. Teachers identified the need for time to plan, discuss, observe, and share ideas with their colleagues about the craft of teaching. There was a strong desire for school district personnel to play an important support role in convincing the public that teacher professional development time is time and money well spent. Teachers considered money to support this change process an essential resource. Respondents expressed a strong preference for support to come from colleagues and administrators. Teachers wanted additional information about assessment strategies and whole class instructional strategies to expand their professional repertoire. (Contains 14 references.) (SM)

ED 430 977 SP 038 563

Popp, Jerome A.
Naturalizing Philosophy of Education. John Dewey in the Postanalytic Period.
PUB DATE- 98
NOTE- 154p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Educational Philosophy; Elementary Secondary Education; Higher Education; Inquiry; Teaching (Occupation)
IDENTIFIERS- *Dewey (John); Empiricism; Pragmatism

This book examines why John Dewey's arguments present viable solutions to issues that must be addressed in any serious attempt to develop an adequate philosophical view of educational thought and practice. It notes that there is currently very little attention being paid to this sort of thinking and what it means for education. The book focuses on what Dewey's pragmatism offers philosophy of education and actual classroom practice. It attempts to show that philosophy of education can be reinvigorated as philosophic inquiry. It notes that philosophy of education in the postanalytic period must place even greater epistemological demands on itself than it did during the analytic period. It is the thesis of the book that philosophy of education must hold itself to the same standards as philosophy of science and epistemology. The seven chapters are as follows: (1) "The Reemergence of Pragmatism," (2) "The Empiricist Conception of a Priori Knowledge," (3) "How Much Can We Learn from Everyday Talk?" (4) "The Pragmatic a Priori," (5) "The Structure of Concepts," (6) "Normative Inquiry," and (7) "Is Teaching a Causal Process?" (SM)

ED 430 978 TM 028 825

Herman, Joan L.; Morris, Lynn Lyons; Fitz-Gibbon, Carol Taylor
Evaluator's Handbook. CSE Program Evaluation Kit, Volume 1. Second Edition.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 163p.; For volumes 1-9 of this kit, see TM 028 825-833. For

calm. (Contains 2 tables and 19 references.) (Author/SLD)

ED 430 997 TM 029 823

Shen, Linjun
A Multilevel Assessment of Differential Item Functioning.
PUB DATE- 99
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Evaluation Methods; Higher Education; *Item Bias; Medical Students; Osteopathy; *Test Items
IDENTIFIERS- *Hierarchical Linear Modeling; Logistic Regression; *Multilevel Analysis

A multilevel approach was proposed for the assessment of differential item functioning and compared with the traditional logistic regression approach. Data from the Comprehensive Osteopathic Medical Licensing Examination for 2,300 freshman osteopathic medical students were analyzed. The multilevel approach used three-level hierarchical generalized linear models. The software HLM for Windows executed the hierarchical linear model (HLM) analysis and the Statistical Analysis System Proc Logistic was used for the conventional logistic regression analysis. It was not surprising to see that HLM was more conservative in identifying DIF in this study. The study demonstrates that the multilevel approach to DIF is meaningful and the results of its use appear reasonable. Implications for use of the two approaches are discussed. (SLD)

ED 430 998 TM 029 824

Antonucci, Mike
Measure for Measure: A Magnified Look at Standardized Test Scores.
PUB DATE- 99
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Educational Policy; Elementary Education; Ethnic Groups; Expenditure Per Student; Income; Limited English Speaking; Mathematics Achievement; Mathematics Tests; *National Competency Tests; Parent Background; Reading Achievement; Reading Tests; *Scores; Sex Differences; Special Education; *Standardized Tests; *Student Evaluation; Tables (Data); Test Bias; *Test Results; Test Use; Testing Problems
IDENTIFIERS- *National Assessment of Educational Progress; State Mathematics Assessments; State Reading Assessments

This document is a study of standardized tests by sub-group, ranking the states according to scores divided (in turn) by gender, race and ethnicity, location of school, family income, parental education, teacher qualification and experience, limited English proficiency, special education participation rate, and per-pupil spending. The tests examined are the 1996 National Assessment of Educational Progress (NAEP) mathematics assessments and the 1998 NAEP reading assessments for grades 4 and 8. How much policymakers and the public should rely on standardized tests to determine public policy is an ongoing battle. It is important to acknowledge, as these analyses show, who do not use a concept map while writing. That is, the amount of task-related variance is related to the immediacy of having constructed a concept map. Structural knowledge is, therefore, a pre-requisite to valid performance assessment. (Contains 1 figure, 5 tables, and 88 references.) (Author/SLD)

ED 431 019 TM 029 852

Cook, Nancy R.; Smith, Robert A.
Helping Teachers Interpret Item-Level Data: The New Hampshire Statewide Assessment.
PUB DATE- 99
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Standards; Comparative Analysis; *Computer Software; Data Analysis; Elementary Secondary Education; State Programs; State Standards; *Teachers; *Test Interpretation; Test Items; Test Results; Testing Programs
IDENTIFIERS- *New Hampshire Educational Improve and Assess Prog

New Hampshire has adopted a standards-based statewide assessment, the New Hampshire Educational Improvement and Assessment Program (NHEIAP), which is designed to measure students' learning against proficiency standards at grades 3, 6, and 10. Because of the difficulty teachers had in interpreting the NHEIAP results, a custom-designed software program, the NHEIAP Data Interpreter, was developed to be a user-friendly, transparent means of examining district- or building-level groups of students. The NHEIAP Data Interpreter is a Windows program that displays the data for various groups in raw form or in frequency charts. The power of the program is in the subtlety with which it can select and compare groups of students, allowing educators to focus on the meaning of the data. Copies of the program on CD-ROM are available from the paper's authors. A sample NHEIAP mathematics problem is attached. (Contains six tables.) (SLD)

ED 431 020 TM 029 853

Young, Deidra J.
Student Progress in Australian Schools: A Multilevel Multivariate Model.
SPONS. AGENCY- Australian Research Council.
PUB DATE- 99
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Effective Schools Research; Foreign Countries; *High School Students; High Schools; *Mathematics Achievement; Multivariate Analysis; *Peer Influence; Rural Schools; *School Effectiveness; Science Education; *Teacher Effectiveness; Urban Schools
IDENTIFIERS- Australia (Western Australia); Multilevel Analysis; *Science Achievement

A study undertaken in Western Australia, the Western Australian

(ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Check Lists; Computer Uses in Education; Educational Resources; Elementary Secondary Education; *Evaluation Criteria; Evaluation Methods; Information Literacy; Information Sources; *Instructional Material Evaluation; Instructional Materials; Learning Activities; *Media Selection; Quality Control; Resource Materials; *World Wide Web
IDENTIFIERS- ERIC Digests; Information Value; *Web Sites

This digest is intended to help teachers select good resources to use in their instruction by providing a checklist to evaluate online educational materials. The following major topic areas to consider when evaluating World Wide Web-based materials for use in instructional settings, as well as sub-questions in each area, are outlined: (1) Judge the accuracy of the information and take note of the date modified; (2) Is the level of information in this site appropriate for the intended audience? (3) Is the information in this site presented clearly? (4) Is the information in this site closely related to purpose, content, activity, and procedures? (5) Is the information in this site complete in scope and ready for use? (6) If a website has activities, are the content, presentation method, and learner activity potentially engaging? (7) If it claims to be comprehensive, is the information in the site well organized? Several sites that are helpful when looking for tools to evaluate websites are listed. (MES)

ED 430 565 IR 056 457

Streatfield, David; Markless, Sharon
The Effective College Library.
PUB DATE- 97
NOTE- 130p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Case Studies; Foreign Countries; Higher Education; Interviews; *Learning Resources Centers; Library Services; *Library Surveys; Program Effectiveness; Program Evaluation; Questionnaires; *Research Libraries
IDENTIFIERS- *England

Phase one of the Effective College Library research project, conducted between July 1995 and March 1996, entailed a review of evidence about library support for teaching and learning in further education. The results are detailed in this report. Questionnaires focusing on innovative practices were distributed to all 453 Further Education (FE) colleges in England and selected colleges in Scotland and Wales; only English responses were analyzed for the report. The second major source of data was a series of interviews with staff at selected colleges. Five models of the library in support of teaching and learning are discussed here. The following sections comprise the report: The Context of Effectiveness; The

PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Access to Information; Educational Research; *Educational Resources; *Electronic Journals; Electronic Publishing; Higher Education; Information Retrieval; *Information Services; Information Sources; Information Technology; Resource Materials; Scholarly Journals; Search Strategies; *World Wide Web
IDENTIFIERS- Electronic Resources; ERIC Digests; Search Engines; Tables of Contents; *Web Sites

This digest is designed to aid those wishing to learn more about how to use information technology to access electronic education resources. Starting points for locating magazines and journals online are summarized; suggested strategies include visiting the World Wide Web sites of journal publishers, using search engines, and accessing virtual libraries or other online collections of education materials. Web sites that provide access to archives and current issues of several print education journals and magazines are listed. Two types of online journals are described (i.e., Web-only and electronic publishing projects), and examples of both types are provided. Services that offer online access to a variety of journals and electronic notification of journal contents by e-mail are also described. (MES)

ED 430 585 JC 990 001

State Board of Directors for Community Colleges of Arizona. Annual Report to the Governor, Fiscal Year 1997-1998.
PUB DATE- 98
NOTE- 143p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; *Educational Finance; *Enrollment; Enrollment Trends; *School Districts; School Personnel; State Boards of Education; State Surveys; Student Characteristics; Tables (Data); Two Year Colleges; *Vocational Education
IDENTIFIERS- *Arizona

This report offers organizational, financial, and enrollment data for the state system as a whole, as well as individual colleges, for fiscal year 1997-1998. It opens with a short discussion on the State Board's philosophy, mission, and value statements. Progress reports are then presented for the Board and the 19 Arizona community colleges, offering enrollment, staffing, and funding statistics as well as descriptions of major accomplishments for the fiscal year. Data on student enrollment, enrollment trends, and finances for all the colleges are provided for fiscal years 1993-1994 through 1997-1998, including the State Board budget for 1997-1998. Information on programs of study is given, along with a curriculum matrix and brief descriptions of skills centers and tech prep initiatives. A statistical supplement to the annual report is included. (Contains 22 data tables and 14 graphs.) (EMH)

ED 430 586 JC 990 192

NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; *Audits (Verification); College Administration; Community Colleges; *Compliance (Legal); *Educational Finance; *Financial Audits; Financial Policy; Two Year Colleges

This report presents the results of the Rockingham Community College financial statement audit for the fiscal year ending on June 30, 1998. Rockingham Community College is a component of the State of North Carolina, thus the authority to audit is granted by Article 5A of G.S. 147. The accounts and operations of the institution were subject to audit procedures considered necessary to complete the audit work necessary for North Carolina's Comprehensive Annual Financial report (CAFR). In addition, auditing procedures considered necessary to report on the financial statements relating solely to Rockingham Community College were also performed. The objectives of the audit were to express an opinion on the financial statements; to present instances of noncompliance (if any) with laws, regulations, contracts or grants; and to present significant deficiencies (if any) in internal control over financial reporting. The tests found the financial statements to present the amounts and disclosures made in accordance with generally accepted accounting principles as described in the Independent Auditor's Report on the Financial Statements. The investigation also revealed that no instances of noncompliance or material weaknesses in internal control over financial reporting occurred which would require disclosure under the Government Auditing Standards. (SKF)

ED 430 606 JC 990 272

Pope, Myron L.; Miller, Michael T.
Stressors Related to Managing Faculty Governance in Community Colleges.
PUB DATE- 99
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; *Community Colleges; Faculty College Relationship; *Faculty Workload; Governance; *Stress Variables; *Teacher Attitudes; Teacher Burnout; *Teaching Conditions; Two Year Colleges
IDENTIFIERS- *Faculty Attitudes

The objective of this study was to investigate the concept of stress in the community college faculty governance unit. While research has found that most faculty experience stress as a result of workload, publishing pressures, and insufficient salaries, this study asserts that some faculty experience an additional dimension of stress as a result of necessary participation in college governance. Data for this study were derived from the National Data Base on Faculty Involvement in Governance (NDBFIG), an ongoing five-year study of faculty involvement in governance sponsored by the University of Alabama. A total of 83 community college faculty governance unit leaders (FGUs) and 76 research and doctoral university FGUs responded to a survey in 1998 constructed around the theme of faculty governance and stress. In general, both groups of faculty rated the level of stress factors similarly. However, enrolled in developmental mathematics courses, and their subsequent academic performance in college-level coursework. The study was undertaken to obtain an historical perspective of remedial education in American community colleges and to review the research related to developmental mathematics course-taking in community colleges. The following topics are presented: (1) an introduction to developmental education, including a definition and the reasons for its importance; (2) a review of the literature on this subject; (3) the results of a field investigation, in which the researcher interviewed four developmental education specialists in the Illinois community college system; (4) general developmental mathematics enrollment data for all Illinois community colleges; (5) a description of the developmental mathematics courses at Olney Central College; and (6) conclusions and recommendations. It is concluded that developmental education is an essential function of the community college if these institutions are to fulfill their mission as democratizing colleges, and that much more research is necessary to determine whether developmental education courses are effective in raising students' ability to college-level, enabling students to persist in their courses, and retaining students until they reach their educational objectives. Contains 17 references. (CAK)

ED 430 625 JC 990 306

Ruple, Judith A.
The Departmental Technical Curriculum Instructional Costs of Emergency Medical Technician-Paramedic Programs in Two-Year Public Colleges in the United States.
PUB DATE- 93
NOTE- 140p.; Ph.D. Dissertation, University of Toledo. Page 4 contains missing type.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Numerical/Quantitative Data (110)
DESCRIPTORS- College Faculty; *Community Colleges; *Emergency Medical Technicians; *Outcomes of Education; Program Evaluation; *Public Colleges; Questionnaires; Salaries; *School Effectiveness; Tables (Data); Tests; Tuition; Two Year Colleges
IDENTIFIERS- *Medical Technology

This dissertation surveys, analyzes and reports the comparison of direct departmental costs associated with the technical core curriculum of emergency medical technology programs at nine public two-year community colleges for the academic years of 1989-90, 1990-91, and 1991-92. Data were collected using The Emergency Medical Training Technology Program Cost Questionnaire. In addition, data from examination results on the National Registry of Emergency Medical Technicians (EMT)-Advanced Level were analyzed. The data were analyzed and compared using descriptive statistics and correlation procedures. Results suggest that the cost per student contact hour of instruction was correlated with the number of laboratory hours, number of affiliated clinical instruction sites, number of faculty members, faculty salaries, the age of the program, and attrition rates, but was not correlated with total enrollment, number of didactic and clinical hours of instruction, or expenditures for equipment. The first time pass rates on the National Registry of EMTs' Advanced Level examination were not correlated with the number of didactic or laboratory hours of instruction, but were correlated with the number of clinical instructional hours, the number of faculty and faculty salaries. It is recommended that emergency medical

EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Community Colleges; Curriculum Development; Educational Change; Educational Environment; *Instructional Effectiveness; Learning; *Semester System; Student Personnel Services; Teaching Methods; *Technical Institutes; Two Year Colleges
IDENTIFIERS- Alabama

In February 1997, the Alabama State Board of Education authorized the Alabama College System to convert to a semester based academic calendar, effective for the 1998-99 academic year. The decision to move forward with the semester conversion was guided by the fact that collegiate research indicates that the semester system provides a superior environment for teaching and learning. This manual was designed to serve as a reference guide to the semester conversion, by providing information and examples that explain how the conversion will affect institutions, and to assist in the transition process on individual campuses. The manual identifies challenges and opportunities with regard to the following areas: (1) instruction, including class schedules, teaching loads, and instructional programs and awards; (2) fiscal impacts for students, employees, and college operations; (3) student services, including the role of academic advisors and the impact on students; and (4) information services, including forms, files, personnel, and historical data. The report also contains surveys to be completed by students, faculty, staff, and administrators requesting their opinions about the conversion from a quarter system to a semester system. The report concludes with recommended policy revisions. (AS)

ED 430 645   JC 990 332

Gainous, Fred; Romine, Robert J.; Culverhouse, Renee
The Alabama College System and the Workforce Investment Act of 1998: A White Paper.
PUB DATE- 99
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Career Development; *Community Colleges; Educational Change; *Educational Technology; *Federal Legislation; Governance; Improvement; Job Training; Labor Education; *Labor Force Development; Services; *Technical Institutes; Two Year Colleges
IDENTIFIERS- Alabama; Workforce Investment Act 1998

This report by the Chancellor of The Alabama College System provides recommendations to the governor for implementing the Workforce Investment Act (WIA) of 1998 in the state. The WIA consolidates and streamlines the federal role in adult and youth job training and adult and vocational education. Alabama high school graduates who were successful in high school are unlikely to have adequate computer and technical skills to compete for increasingly high-tech jobs in the global economy. The prospect of moving into the next century with fewer younger, better educated workers entering the workforce demands that a system be developed that can transform the fragmented training and employment programs into a coordinated information and service delivery system for individuals seeking jobs, and for employers seeking more highly trained workers. Key elements

Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescent Development; *Adolescents; Alcohol Abuse; Births to Single Women; Driving while Intoxicated; Drug Abuse; Government Role; Health Services; Mass Media Effects; *Poverty; Public Policy; Racial Factors; Smoking; *Social Attitudes; Social Change; Social Indicators; *Social Problems; Social Services; Violence; *Youth Problems
IDENTIFIERS- Intergenerational Conflict; *Scapegoating

Claiming that politicians, private interests, and the media unfairly blame adolescents for America's social problems, this book explodes various myths about teen pregnancy, violence, and risk behaviors. The chapters are: (1) "Impounding the Future," examining trends in various social indicators such as rising rates of child poverty versus declining rates among the elderly, declining school funding versus rising prison populations, and poverty rather than age or race as the biggest factor in violent crime rates; (2) "Fertility Bites," highlighting how the media and policymakers ignore the fact that most teen mothers were impregnated by adult males rather than teen peers; (3) "Breeding Doomsday?," on the role of teen pregnancy in shaping welfare reform attitudes and policy; (4) "Wild in Deceit," noting that attitudes and policy concerning youth violence do not take into account the role of adult-on-child violence; (5) "Nicoteen Fits," noting that the greatest tobacco danger to children and youth are the smoking habits of adults but that the current administration blames youth smoking on industry advertising and on peer pressure; (6) "Doped on Duplicity," exploring the attitudes of the adult generation toward teen drug use, and the outcomes of the misguided "War on Drugs"; (7) "Two-Fisted Double Standards," on teen alcohol use, exploring the effects of teen prohibition, and noting that, policy and attitudes to the contrary, teen and adult drunk driving death rates follow parallel patterns; (8) "Growing Up Referred," refuting the "innately at risk" theory by which social and health scientists have defined the period of adolescence and manufactured a concomitant treatment industry; and (9) "Generation Y," suggesting change strategies to reverse attitudes and policy that have abandoned youth, such as reducing child and teen poverty, and reducing age-based laws that unfairly restrict adolescent opportunity, employment, and freedom. (Contains extensive notes for each chapter.) (HTH)

ED 430 663 PS 026 756

Amodei, Nancy; Taylor, Elizabeth R.; Hoffman, Tom; Madrigal, Anna; Biever, Joan; Cardenas, Fred
Professional Development of Head Start Teachers in Hispanic Communities: Effects of a Violence Prevention Curriculum.
PUB DATE- 98
NOTE- 11p.; Poster presented at the NHSA National Research Conference (4th, Washington, DC, July 9-12, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Conflict Resolution; *Faculty Development; Hispanic Americans; *Knowledge Level; Parent Teacher Cooperation; Preschool Education; *Preschool Teachers; Pretests Posttests; *Prevention; Rural Areas; Staff Development; *Teacher Attitudes; Teacher Student Relationship; *Violence
IDENTIFIERS- Conflict Management; *Project Head Start; Texas

Noting that early childhood education is one tool for violence prevention, this study examined the effectiveness of a changes. Each chapter contains numerous quotations from teenage mothers. The study guide includes journal and project assignments and study questions. The teacher's guide contains a course description, suggested minimum requirements, journal assignments, projects, and evaluation materials. Contains 12 references. (KB)

ED 430 682 PS 027 612

Khandke, Veena; Pollitt, Ernesto; Gorman, Kathleen S.
The Role of Maternal Literacy in Child Health and Cognitive Development in Rural Guatemala.
PUB DATE- 99
NOTE- 13p.; Poster presented at the Biennial Meeting of the Society for Research in Child Development (Albuquerque, NM, April 15-18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Health; *Cognitive Development; Developing Nations; Foreign Countries; *Literacy; *Mothers; Parent Background; Performance Factors; Rural Areas; Rural Population; Socioeconomic Status; *Young Children
IDENTIFIERS- Guatemala; *Mediating Factors

There is growing evidence supporting the powerful role that maternal education plays in child growth and cognitive development in developing countries. This study examined the contribution of maternal literacy in mediating the relationship between maternal education and variation in child outcomes from birth to 7 years of age. It was hypothesized that mothers who had more than 3-4 years of education and a greater probability of being literate would have offspring with reduced incidence of illness, improved growth, and improved performance on cognitive tests. The sample consisted of 266 children and their mothers drawn from four rural communities in eastern Guatemala. Findings indicated that after controlling for socioeconomic status, maternal literacy significantly mediated the relationship between maternal education and respiratory illness in offspring at 4 years of age. Maternal literacy also significantly mediated the relationship between maternal education and cognitive tests at 5 and 6 years of age. (Author/KB)

ED 430 683 PS 027 613

Fogarty, Robin
Architects of the Intellect.
PUB DATE- 99
NOTE- 15p.; Paper presented at the Annual Conference and Exhibit Show of the Association for Supervision and Curriculum Development (San Francisco, CA, March 6-9, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; *Constructivism (Learning); Educational Theories; *Elementary Secondary Education; Learning Activities; *Theory Practice Relationship
IDENTIFIERS- Dewey (John); Diamond (Marian Cleeves); Feuerstein (Reuven); Gardner (Howard); Piaget (Jean); Vygotsky (Lev S)

Based on the work of theorists Dewey, Piaget, Vygotsky, Feuerstein, Gardner, and Diamond, this paper presents the

*Mathematics Achievement; *Outcomes of Education; Primary Education; Program Effectiveness; *School Readiness

The intent of this study was to determine if attendance in a good quality prekindergarten program using developmentally appropriate activities had a positive effect on kindergarten mathematics readiness skills and achievement. Participating were 80 children, 4 to 6 years old, divided into two experimental and two control groups. Standardized test scores from the Slosson Kindergarten Readiness Test and the Metropolitan Assessment Package were used to compare the two groups. Each of the experimental groups attended one year of developmental prekindergarten, whereas the control groups had no preschool experience. The results indicated that the experimental groups scored significantly higher than control groups, suggesting that attending preschool had a positive effect on kindergarten mathematics readiness skills and achievement. (Contains 50 references.) (Author/KB)

ED 430 702 PS 027 645

Denton, David R.
Prekindergarten and Parent Support Programs.
PUB DATE- 99
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- At Risk Persons; Early Intervention; Family Programs; *Parent Education; Parent Participation; *Preschool Children; *Preschool Education; Program Effectiveness; *Public Policy; *School Readiness
IDENTIFIERS- *Family Support; Southern Regional Education Board; United States (South)

To assist state policymakers in using limited resources to enhance young children's readiness for school, this report examines the development and effectiveness of prekindergarten and parent support programs in the Southern Regional Education Board's (SREB's) 16-state region. States in the region are Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North and South Carolina, Oklahoma, Tennessee, Texas, Virginia, and West Virginia. For each state, information is provided about: program type and name; target population; program requirements; eligible providers; parent education and support; funding and children served; and contact information. Also listed are key questions for policymakers to consider as they develop or expand preschool programs. (KB)

ED 430 703 PS 027 646

Cutting, Elizabeth
Supporting Parents, Supporting Parenting: Second Year Report. Identifying the Support Needs of Parents and Families in Scotland.
PUB DATE- 99
NOTE- 24p.; For 1998 report, see ED 421 215. Funding received from the National Lottery Charities Board.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Child Rearing; Children; *Family Needs; *Family Programs; Foreign Countries; Information Needs; *Needs Assessment; Parent Child Relationship; Parent Education;

housing protections for children and youth. Four appendices define key legislative terms, list members of key congressional committees, discuss priorities for voter registration, and delineate seven steps for advocating for the children's legislative agenda. (KB)

ED 430 721 PS 027 673

Freundlich, Madelyn; Peterson, Lisa
Wrongful Adoption: Law, Policy and Practice.
PUB DATE- 98
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adopted Children; *Adoption; *Adoptive Parents; Child Welfare; Court Litigation; Disclosure; Legal Problems; *Legal Responsibility; *Public Policy

The past decade has seen an increase in cases where adoptive parents fail to receive accurate or complete information about a child's physical, emotional, or developmental problems or about the child's birth family and history. In these cases adoptive parents are confronted with extremely expensive medical care or mental health care. This monograph examines the issue of wrongful adoption. Chapter 1 reviews the historical and social context of adoption practice in relation to disclosure of children's health and other background information to prospective adoptive parents. This section also outlines the benefits of disclosure to all parties to an adoption, and discusses the factors that may be related to failure to disclose. Chapter 2 discusses specific cases that have shaped the tort of "wrongful adoption," applies wrongful adoption theory to international adoption, and discusses state statutes that set forth disclosure obligations. Chapter 3 discusses some of the key policy and practice issues that warrant close consideration in relation to disclosure of health and other background information. Chapter 4 provides recommendations to enhance adoption agencies' abilities to implement quality practice in the area of disclosure of health and other background information and to limit exposure to liability for wrongful adoption. Contains 62 references. (KB)

ED 430 722 PS 027 674

Crumbley, Joseph, Ed.; Little, Robert L., Ed.
Relatives Raising Children: An Overview of Kinship Care.
PUB DATE- 97
NOTE- 137p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Caregiver Child Relationship; Case Studies; *Caseworker Approach; Change Strategies; *Child Welfare; *Foster Care; *Foster Children; *Foster Family; Helping Relationship; Intervention; Legal Responsibility; Public Policy
IDENTIFIERS- Case Management; Cultural Sensitivity; *Kinship Foster Care; Permanency Planning (Foster Care)

The rapid growth of kinship foster care--full-time parenting of children by relatives or other adults who have a kinship bond influence, and when the American leaders left, the Presbyterian Church ceased. Chapter 5 explores how common cultural concepts of the family unit allowed the mission's construct as a family in which Metis children and evangelical missionaries lived together. The missionaries unwittingly structured the school to ensure that their students would incorporate new ideas without rejecting their existing world view. The afterword tells of the closing of the mission and why the American Metis failed to develop a national identity, as happened in Canada. Appendices include a partial listing of students at the Mackinaw Mission, a list of missionaries to Mackinac and Lake Superior from 1822 to 1837, student letters containing conversion accounts, and an annotated sketch of the war between the Chippewa and Sioux. Contains extensive notes, 365 references, illustrations, maps, and an index. (TD)

ED 430 740 RC 021 860

Fimmen, Carol; Witthuhn, Burton; Crump, Jeff; Brunn, Michael; Delaney-Barmann, Gloria; Riggins, Debi; Gutierrez, Maria; Schabilion, Dan; Watters, Britta
A Spatial Study of the Mobility of Hispanics in Illinois and the Implications for Educational Institutions. Working Paper No. 43.
PUB DATE- 98
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Bilingual Education; *Community Change; Community Relations; *Demography; Educational Attainment; Elementary Secondary Education; Ethnic Bias; *Ethnic Relations; *Hispanic Americans; Immigrants; Mexican Americans; Preschool Education; Rural Areas; School Community Relationship; *Small Towns
IDENTIFIERS- *Illinois

This paper examines the growth and characteristics of the Hispanic population in Illinois and presents a case study of how a rural Illinois community and its schools are adapting to an influx of mostly Mexican immigrants. The first section discusses Mexican immigration to Illinois during the 1900s and provides racial/ethnic data on population growth in the Midwest and Illinois during the 1980s; educational attainment, 1980-95; income and poverty rates; and population change in metro and nonmetro Illinois, 1990-96. In "Anytown," a rapid influx of Hispanic workers for a new meatpacking plant has resulted in local conflicts over education, housing, and race. Hispanic students in the schools increased from less than 5 in 1993 to 350 in 1998. As school administrators became aware of the rising numbers, they responded by hiring translators, bilingual aides, and a bilingual coordinator; creating a prekindergarten class for Hispanic students; encouraging parent participation; and developing appropriate curricula and assessment methods. Teachers participated in workshops and conferences about cultural change and the classroom. As staff and administrators gained knowledge and understanding about the needs of language-minority students, they shifted toward a more student-centered philosophy and began developing bilingual and multicultural programs. Interviews with immigrants about experiences in the community, at work, and in school portray the racism encountered by culturally diverse newcomers, but also the efforts of teachers and community members to improve community relations and social integration. Contains 33 references. (SV)

ED 430 741 RC 021 863

with colleagues, create a learning community, connect with concepts related to continuous school improvement, create personal and shared meaning, commit to continue learning with this community, and commit to continue the Quest back home--were met well, especially connecting with colleagues and committing to continue Quest back home. Follow-up data indicate the conference contributed to participants' fledgling school improvement endeavors, although the listserv did not. At least two participating schools began to support each other. Recommendations are made for improving future conferences. Three appendices present feedback and follow-up forms and the evaluation standards checklist. (Author/TD)

ED 430 758   RC 021 989

Howley-Rowe, Caitlin
Evaluation of Quest Elementary School Network Rally, February 1998.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Action Research; Change Agents; Change Strategies; Collegiality; *Educational Change; Educational Cooperation; Elementary Education; *Elementary Schools; *Interschool Communication; Listservs; *Networks; Program Evaluation; Questionnaires; *Regional Cooperation; Self Evaluation (Groups)
IDENTIFIERS- Reflective Inquiry; *School Improvement Teams

As part of its contract to develop a framework for continuous school improvement in its four-state region (Kentucky, Tennessee, Virginia, and West Virginia), Appalachia Educational Laboratory staff designed the Quest project. Based upon principles of inquiry, collaboration, and action research, Quest supports and investigates ongoing school improvement efforts through conferences (renamed rallies), summer symposia, a Scholars program, visits to participating schools, communication via listserv and mailings, and the creation of a Quest network of schools. The second elementary school network rally was held February 22-24, 1998, in Lexington, Kentucky. Thirty-nine administrators, staff, teachers, and parents from 9 schools attended, including 27 who had attended the first conference/rally in November, 1997. Evaluation data were generated by evaluator participant observation, unstructured interviews, written feedback forms, and pre-rally and follow-up questionnaires. Data indicate that the conference's four goals--reconnect with colleagues, think about student learning, create a creed embodying shared beliefs about student learning, and commit to action--were well met. Attendees reported productive interactions, found the focus on student learning useful, said that creating creeds of their collective beliefs about student learning was meaningful, and indicated that the rally offered them inspiration and support for their improvement efforts. Recommendations are made for improving future rallies. Appendices present feedback forms, pre-rally and follow-up questionnaires, and the evaluation standards checklist. Contains 12 references. (Author/TD)

ED 430 759   RC 021 990

Howley-Rowe, Caitlin

Different Learning Styles: Visual vs. Non-Visual Learners Mean Raw Scores in the Vocabulary, Comprehension, Mathematical Computation, and Mathematical Concepts.
PUB DATE- 98
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Computation; Mathematical Concepts; *Mathematics Achievement; Mathematics Education; *Spatial Ability; *Standardized Tests; *Visual Learning

This study attempted to show that students that are classified as visual learners will score higher on standardized tests than those students that are classified as non-visual learners because visual learners possess the traits needed to do well on standardized tests. The study used (33) visual and (33) non-visual adult learners in the adult basic educational program at Putnamville Correctional Facility as the sample group. The Vocational Learning Styles Inventory, Piney Mountain Press, Inc., was used to determine the learning style of each student in the study. The Test for Adult Basic Education (T.A.B.E.) was the standardized test administered. The mean scores were taken from both groups in the areas of vocabulary, comprehension, math concepts, and math computation. The mean scores from each group were compared using a computer program which calculated an independent two tailed t-test score for each area. Standard deviation, t-values, and significance was calculated for each area tested. The visual learners group had higher mean scores than the non-visual learners group in all areas assessed. (Author/NB)

ED 430 775 SE 061 959

Berenson, Sarah, Ed.; Dawkins, Karen, Ed.; Blanton, Maria, Ed.; Coulombe, Wendy, Ed.; Kolb, John, Ed.; Norwood, Karen, Ed.; Stiff, Lee, Ed.
Proceedings of the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education, Vol. 1 (20th, Raleigh, NC, October 31-November 3, 1998).
PUB DATE- 99
NOTE- 409p.; For Volume 2, see SE 061 960.
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Algebra; Calculus; Cultural Influences; Educational Assessment; *Educational Psychology; Educational Research; Educational Technology; Elementary Secondary Education; Epistemology; Functions (Mathematics); Geometry; Higher Education; Knowledge Base for Teaching; *Mathematics Education; Number Concepts; Problem Solving; Sex Differences; Social Influences; Statistics; Teacher Education; Thinking Skills
IDENTIFIERS- Representations (Mathematics)

This conference proceedings contains three plenary session reports, 12 working group and 79 research reports, 35 short oral reports, 60 poster session reports, and two discussion group reports. The titles of all papers (excluding "short orals", "posters", and brief discussion group reports) are: (1) "On Relationships between Psychological and Sociocultural Perspectives" (Pat Thompson and Paul Cobb); (2) "On Theory and Models: The Case of Teaching-In-Context" (Alan H. Schoenfeld); (3) "Building Mathematical Structure within a Conjecture Driven Teaching Experiment on Splitting" (Jere Confrey); (4) "The Role of Advanced Mathematical Thinking in Mathematics Education

Ludwig); (8) "Implementing Recommended Reforms in Middle School Mathematics Education: Perceptions of Preservice Teachers" (Todd Johnson); (9) "Rethinking Professional Development: Supporting Reform in Middle-Grades Mathematics through the Cultivation of Teaching Dispositions" (Ron Ritchhart); (10) "Accomplishing New Goals for Instruction and Assessment through Classroom-Embedded Professional Development" (Nancy Katims and Clara F. Tolbert); (11) "Reflections on High School Reform and Implications for Middle School" (Eric W. Hart and Jacqueline Stewart); (12) "Ports of Entry into Curricular Change" (Steven R. Williams, Stephanie Z. Smith, Judith Mumme, and Nanette Seago); (13) "Teaching and Learning in the Connected Mathematics Project" (Glenda Lappan and Elizabeth Phillips); (14) "Middle Grades Math Thematics: The STEM Project--a Look at Developing a Middle School Mathematics Curriculum" (Rick Billstein); (15) "Designing Middle School Mathematics Materials Using Problems Created to Help Students Progress from Informal to Formal Mathematical Reasoning" (Thomas A. Romberg); (16) "What Should a Middle School Mathematics Classroom Look Like? Watching the 'Seeing and Thinking Mathematically' Curriculum in Action" (Glenn M. Kleiman, Dan Tobin, and Shelley Isaacson); (17) "Engaging Middle Schoolers in and through Real-World Mathematics" (Shelley V. Goldman, Jennifer Knudsen, and Michelle Latvala); (18) "Classroom-Based Curriculum Development: A Case History" (Linda Cooper Foreman); (19) "Standards-Based Middle School Mathematics Curricula: What Do Students Think?" (Robert E. Reys, Barbara J. Reys, David E. Barnes, John K. Beem, Richard T. Lapan, and Ira J. Papick); (20) "The Power of Discourse" (Connie Laughlin and John C. Moyer); (21) "Mathematics the Write Way" (Ann M. Enyart and Laura R. Van Zoest); (22) "Mathematics by E-Mail" (Evelyn M. Silvia); (23) "Infusing Shape and Dimension into the Mathematics Curriculum" (Deann Huinker, Connie Laughlin, and Joseph Georgeson); (24) "The Pentomino Project: Moving Students from Manipulatives to Reasoning and Thinking about Mathematical Ideas" (Susan Mercer and Marjorie A. Henningsen); (25) "Technology-Based Geometric Explorations for the Middle Grades" (Mary C. Enderson and Azita Manouchehri); (26) "Building Foundations for Conceptual Understanding of Arithmetic Average in the Middle-Grades Classroom" (Jinfa Cai); (27) "Developing Concepts in Probability: Designing and Analyzing Games" (Frances R. Curcio, Barbara Nimerofsky, Rossana Perez, and Shirel Yaloz-Femia), and (28) "Promoting Mathematical Learning in the Middle School: PUMP Project Strategies" (Carol A. Thornton, Jane O. Swafford, Graham A. Jones, Cynthia W. Langrall, G

ED 430 793   SE 062 574

Reys, Barbara J.
Problem Solving/Estimation. Elementary School Mathematics: What Parents Should Know about... Second Edition.
PUB DATE- 99
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Elementary School Mathematics; Elementary Secondary Education; *Estimation (Mathematics); Mathematics Activities; *Mathematics Instruction; *Parent Participation; *Parents as Teachers; *Problem Solving; Relevance (Education)

ED 430 818 SE 062 621

Navigating the Map: Mathematics. High School. Released Items, Scoring Guides, Anchor Papers.
PUB DATE- 98
NOTE- 96p.; For the "Elementary" and "Intermediate" guides, see SE 062 619-620.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Educational Assessment; Elementary School Mathematics; High Schools; *Mathematics Achievement; Mathematics Education; *Mathematics Tests; *Scoring; *State Programs; *Test Items
IDENTIFIERS- *Missouri

This booklet provides information and examples from the Mathematics Missouri Assessment Program (MAP) for high school levels, given in the spring of 1998. These materials include the released items, anchor papers, and scoring guides. The MAP items consist of constructed responses and performance tasks from the state assessment. Anchor papers were selected from student work and represent the different levels of achievement as established through the scoring guides. There are several errors in general that seem to be prevalent among students. Students should be instructed in ways that will help them avoid such errors. Six strategies that should be emphasized to students at all levels to avoid those errors are presented. (ASK)

ED 430 819 SE 062 622

4-H Wetland Wonders: A Water Quality Curriculum for Grades 4 and 5. Leader Guide.
SPONS. AGENCY- Extension Service (USDA), Washington, DC.
PUB DATE- 98
NOTE- 84p.; A product of the Wetlands Program.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum; *Educational Resources; Environmental Education; Extension Education; Grade 4; Grade 5; Integrated Activities; Intermediate Grades; Learning Activities; *Soil Science; *Water Quality; *Wetlands
IDENTIFIERS- 4 H Programs

This document provides a water quality curriculum guide for grades 4 and 5. Contents include: (1) Wetlands Wonders Resource Library; (2) Introduction to Water Quality and Wetlands; (3) Water Words; (4) The Water Cycle; (5) Watersheds: Rain Coming and Going; (6) The Water Detective; (7) Ground Water; (8) What's Soil Got To Do with It?; (9) In the Water: In the Plants; (10) A Wetland Sampler; (11) Wetland Food Web; (12) People and Wetlands; (13) Wetlands Odyssey-Field Books and Information; (14) Wetlands Data Gathering; (15) Wetland Odyssey Field Trip Book Copy Pages; (16) Thirsty Soil Investigation Leader's Page; (17) Wetlands Habitat Transect Investigation Leader's Page; (18) Wetland Investigation Leader's Page; (19) Wrapping It All Up; (20) Concluding Water Quality and Wetlands Post-Survey; (21) Bibliography and Resources List; and (22) Oregon State University Extension Program Evaluation. Appendices include: Soil Tube Assembly; Transparency Masters; and Activity Card Masters (Water Cycle Activity Cards; What's two primary sources of Islamic beliefs, which are the Qur'an and Hadith, and includes an outline of the rights and responsibilities of women according to Islam. The second lesson outlines ways in which gender roles are conceived in Muslim society. Lesson three provides specific examples of women achieving positions of political prominence, while lesson four offers students examples of women who contributed in significant ways to Muslim culture and society and who have served as role models to other Muslim women throughout history. (BT)

ED 430 839 SO 029 662

Bernstein, Richard B.
Crossroads: A K-16 American History Curriculum. Essays in American History. Part One--I.
SPONS. AGENCY- Fund for the Improvement and Reform of Schools and Teaching (ED/OERI), Washington, DC.
PUB DATE- 95
NOTE- 120p.; For related items, see SO 029 663 - 667.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cultural Context; *Curriculum Development; Elementary Secondary Education; Higher Education; *History Instruction; Social Studies; Thematic Approach; *United States History
IDENTIFIERS- Philosophy of History

This U.S. history curriculum guide is divided into five main components. The first component is titled "Essays in American History," and is accompanied by a bibliographic essay. The guide represents the "crossroads" model of curriculum development that begins with three strategic junctures of history education: (1) at grades 7 and 8, where a natural "crossroads" already exists between elementary and secondary education, between childhood and adolescence, and between an interest in the concrete and a capacity to grapple with the abstract; (2) in the first year of postsecondary education, where students are taking surveys of U.S. history, government, and education that can provide a critical juncture between secondary and postsecondary education; and (3) in capstone experiences of postsecondary education, notably social studies methods and student teaching. Essays in Part One-I examine the substantive themes of continuity and change that knit together the 12 chronological periods of U.S. history. Following an introduction, the essays are: (1) "A World of Their Own: The Americas to 1500"; (2) "Contact: Europe and America Meet, 1492-1620"; (3) "The Founding of New Societies, 1607-1763"; (4) "What Was the American Revolution? 1760-1836"; (5) "The Ambiguous Democracy, 1800-1848"; (6) "'Now We Are Engaged in a Great Civil War,' 1848-1880"; (7) "'What, Then, Is This American?' 1865-1900"; (8) "Waves of Reform, 1880-1921"; (9) "Boom and Bust, 1921-1933"; (10) "The Age of Franklin D. Roosevelt, 1933-1945"; (11) "Leader of the Free World, 1945-1975"; and (12) "A Nation in Quandary, 1975-." (BT)

ED 430 840 SO 029 663

Bernstein, Richard B.
Crossroads: A K-16 American History Curriculum. Bibliographic Essay. Part One--II.
SPONS. AGENCY- Fund for the Improvement and Reform of Schools and Teaching (ED/OERI), Washington, DC.

Consumption; (7) Science, Technology, and Society; (8) Global Connections; and (9) Civic Ideals and Practices. Other sections of the book discuss technology connections and performance designers. The appendix contains blank templates for performance designers and benchmarks. A bibliography concludes the guide. (MM)

ED 430 859 SO 029 759

Kahin, Mohamed H.
Educating Somali Children in Britain.
PUB DATE- 97
NOTE- 127p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Bilingualism; Cross Cultural Studies; Cultural Context; Cultural Differences; *Cultural Influences; Elementary Secondary Education; Females; Foreign Countries; *Immigrants; Minority Groups; *Multicultural Education; Refugees; Social Discrimination
IDENTIFIERS- *Great Britain; *Somalia

This book, which results from a broad study and research begun in the early 1990s, focuses on the needs and concerns and highlights constraints regarding Somali refugee children in the British education system. The book is intended for use by language specialists and classroom teachers, and others responsible for the education and welfare of Somali children. Comprehensive background information is provided about Somalia, including a discussion of the educational, social, and cultural aspects. The Somali community in Britain and problems faced are examined. Information is given about the Somali language, its oral literature, literacy, and the major problem areas for Somali people trying to learn English. A detailed problem analysis is outlined recommendations are given that could possibly address the educational needs of Somali children. The special needs of Somali girls are of particular concern. Selected cases and autobiographical accounts are given by Somali children. Chapters are: (1) "Somalia: A Profile"; (2) Historical and Political Background"; (3) "The Somali Community in the UK"; (4) "Language"; (5) "The Educational Needs of Somali Children"; (6) "Somali Girls in Schools"; (7) "Case and Personal Histories." A glossary of terms, a bibliography, and directory of Somali organizations in Greater London are given. (MM)

ED 430 860 SO 029 769

Walling, Donovan R., Ed.
Under Construction. The Role of Arts and Humanities in Postmodern Schooling.
PUB DATE- 97
NOTE- 250p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Art Education; Art Expression; Creative Expression; *Curriculum Development; *Curriculum Enrichment; Elementary Secondary Education; *Humanities; *Humanities Instruction
IDENTIFIERS- *Postmodernism

of black heroic resistance. The unit is based on primary sources taken from documents, artifacts, journals, diaries, newspapers, and literature from the period under study. Within the unit are teaching background materials, including unit overview, unit context, correlation to the National Standards for History unit objectives, an introduction to South African dilemmas in the twentieth century, and lesson plans with student resources. The teacher background section of the unit provides an overview of the entire unit with the historical information and context necessary to link the specific "dramatic moment" to the larger historical narrative. The unit's lesson plans include a variety of ideas and approaches for the teacher that can be lengthened or shortened. The lesson plans contain student resources that accompany each lesson and consist of primary source documents, handouts, student background materials, and a 30-item bibliography. (BT)

ED 430 881 SO 030 607

Colorado Model Content Standards: Civics.
PUB DATE- 98
NOTE- 30p.; For additional Colorado Model Content Standards, see SO 030 608-610.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; *Citizenship Education; *Civics; Critical Thinking; Elementary Secondary Education; *Public Schools; *Social Studies; *State Standards; Student Development; Student Educational Objectives
IDENTIFIERS- *Colorado

These Colorado state civics content standards summarize the knowledge and skills that are the basis of responsible citizenship whether it is taught in history, geography, or other social studies courses. The guide points out that civics should be a central concern from kindergarten through twelfth grade. It is through systematic instruction in civics and government that young people develop and apply the intellectual and participatory skills that result in an understanding of what government of the people, by the people, and for the people really means. Students acquire the skills to think critically about a policy issue and become competent participators in the political process. The four content standards for civics are: (1) to understand the purposes of government and the basic constitutional principles of the U.S. republican form of government; (2) to know the structure and function of local, state, and national government and how citizen involvement shapes public policy; (3) to know the political relationship of the United States and its citizens to other nations and to world affairs; and (4) to understand how citizens exercise the roles, rights, and responsibilities of participation in civic life at the local, state, and national levels. Each standard presents a rationale, contains subdivisions, and lists specific educational objectives for grades K-4, grades 5-8, and grades 9-12. The guide also contains an extensive glossary of terms. (BT)

ED 430 882 SO 030 608

Colorado Model Content Standards: Economics.
PUB DATE- 98

This lesson focuses on specific places in Chicago's Black Metropolis and analyzes the process by which buildings in that district become historic structures. The lesson is based on the National Register of Historic Places registration file "Black Metropolis Thematic Nomination" and other primary and secondary sources. The unit could be used when teaching early 20th-century urban history, especially the migration of African Americans to the city. The lesson helps students develop skills of historical thinking and reflect on the value of historic preservation. It encompasses the time period from 1900 to 1929. The lesson is divided into the following teaching activities sections: (1) "Setting the Stage: Historical Context"; (2) "Locating the Site: Maps" (major railroads, 1900, Black Metropolis, 1920's, historic places in the Black Metropolis today); (3) "Determining the Facts: Readings" (The Significance of Black Metropolis); (4) "Visual Evidence: Images" (The Engine of Progress; State Street, 1925; Monarch Tailors ad, 1929; Overton Hygienic Building; Chicago Bee Building); and (5) "Putting It All Together: Activities" (The Time Perspective; Creating a Historic Place; Nominating a Local Historic Place). (BT)

ED 430 902   SO 030 724

Berman, Daniel; Rittner, Robert
The Industrial Revolution: A Global Event. A Simulation for Grades 9-12.
PUB DATE- 98
NOTE- 153p.; "With Julie Agar, Carole Buchanan, Mary Burton, Carole DeVito, Vida O'Neil, Paul W. Philip, and Elisabeth Sperling."
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Historical Materials (060)
DESCRIPTORS- *Capitalism; *Global Approach; High Schools; *Labor Needs; *Simulation; Social Studies; Thematic Approach; Units of Study; *World History
IDENTIFIERS- *Industrial Revolution; *Labor History; National History Standards

This teaching unit represents a specific "dramatic moment" in history that can allow students to delve into the deeper meanings of selected landmark events and explore their wider context in the great historical narrative. Studying a crucial turning point in history helps students realize that history is an ongoing, open-ended process, and that the decisions made today create the conditions of tomorrow's history. The teaching unit is based on primary sources taken from government documents, artifacts, magazines, newspapers, films, and literature from the period under study. The historical narrative of the Industrial Revolution, which swept through the world between 1850-1914, is presented in this unit. The unit offers an alternative to the traditional textbook approach that typically focuses on the English Industrial Revolution and its spread to the continent. The unit contains the following sections: (1) unit objectives; (2) correlation to the National Standards for History; (3) teacher manual; (4) student manual; and (5) profiles. Lessons in the unit are recommended for grades 9-12, but can be adapted for other grade levels. The lesson plans include a variety of ideas and approaches for the teacher to lengthen or shorten as the need arises. The unit's simulation exercise raises questions concerning unpredictable consequences of historical phenomena. The simulation provides a desiring a career change. The paper begins by reviewing literature on the definition of caring from various perspectives and on caring as it relates to school administration. Next, it investigates documented experiences of schools where caring exists. Finally, it concludes that effective schools nearly always have caring principals who are not afraid to give up power. Caring presents opportunities for administrators to grow as humans and for other people to grow from administrators' relationships with others. New administrators could feel more at ease with their new job responsibilities if they are perceived as caring. Recommendations include offering future administrators a graduate course on moral development; having professors of school leadership inform students of the aspect of caring and its implications on development; and informing current principals of the powers of caring. (Contains 23 references.) (SM)

ED 430 921 SP 038 503

Martin, Barbara N.; Newcomer, Saundra
Gender Equity in Rural Secondary Classrooms.
PUB DATE- 99
NOTE- 13p.; Paper presented at the Annual Conference of the Center for the Study of Small/Rural Schools (8th, Memphis, TN, March 25-27, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Equal Education; High School Students; High Schools; *Rural Schools; Secondary School Teachers; *Sex Bias; *Sex Fairness; Student Attitudes; Student Participation; Teacher Attitudes; Teacher Behavior; *Teacher Expectations of Students; Teacher Student Relationship
IDENTIFIERS- Missouri

This study determined the practices of secondary teachers in classroom situations related to gender equity. Researchers investigated: 1) whether teacher behaviors perpetuated sex stereotypes; 2) whether teachers gave more attention to either gender; 3) levels of student participation; 4) opportunities for student participation; and 5) gender equity in instructional materials. The researchers worked in five rural Missouri high schools, using cluster sampling in two classrooms in each school. Surveys of students and teachers included 13 questions on gender equity and attitudes. Researchers also used two observation instruments (one on teacher behavior and interaction and the other on embedded discrimination). Results indicated that: student-teacher interactions were perpetuating gender stereotypes; teachers gave more attention to male students; male students received more of the higher-thinking-skills questions; male students interacted more with teachers (though students perceived that both genders interacted equally); male students received more opportunities for participation in the classroom; and instructional materials were gender equal. The paper offers five recommendations for remedying this unequal situation. (Contains 21 references.) (SM)

ED 430 922 SP 038 504

Zelazek, John R.; Garten, Ted R.
Document Center for NCATE Accreditation: Securing and Organizing Documentation.
PUB DATE- 99

What Works in the Middle: Results-Based Staff Development.
SPONS. AGENCY- Edna McConnell Clark Foundation, New York, NY.
PUB DATE- 99
NOTE- 218p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; *Faculty Development; Inservice Teacher Education; Middle School Teachers; *Middle Schools; Program Development; Program Evaluation; *Teacher Improvement

This guide is the result of a 2-year initiative, Results-Based Staff Development for the Middle Grades. It provides information and resources for selecting, designing, and evaluating staff development to improve student achievement. It targets school staff development committees, principals, staff development leaders, and curriculum coordinators. The guide describes 26 successful staff development programs in language arts, mathematics, science, social studies, and interdisciplinary programs. It offers guidelines for selecting and/or designing initiatives to improve student performance. There are seven chapters in three parts. Part 1, "Increasing Student Achievement through Teacher Learning," offers (1) "Filling the Crack in the Middle: A Research Summary" and (2) "The Link Between Staff Development and Student Achievement." Part 2, "Staff Development Program Descriptions," includes (3) "Selection Process" and (4) "Reading the Program Descriptions." Part 3, "Achieving Results," offers (5) "Common Characteristics of Programs in this Guide," (6) "How to Use This Guide," and (7) "Next Steps." (Contains 65 references.) (SM)

ED 430 940   SP 038 522

Yamzon, Alicia
An Examination of the Relationship between Student Choice in Project-Based Learning and Achievement.
PUB DATE- 99
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; Learning Strategies; *Student Participation; *Student Projects; Students; Teacher Attitudes; Teachers

This ethnographic study was designed to gain a better understanding of the effects of student choice in Project-Based Learning (PBL) on achievement. Data for the study came from personal interviews with 10 predominantly female teachers who were currently involved in PBL with their students. Each teacher had at least 2 years of teaching experience, and five of the teachers were PBL coordinators at their respective schools. The interviews consisted of five open-ended questions related to: their perceptions of student learning in PBL environments; the role they took with students engaged in PBL; what they did with students who were unengaged with the project; how student choice played a part in PBL; and the relationship between student choice and achievement. Results indicated that PBL varied depending on each teacher's personal style of teaching, the needs and interests of the students, the available resources, the physical environment of the school and its surroundings, and the degree to which the school community

PUB DATE- 99
NOTE- 6p.; Paper presented at the Annual Conference of the Association for Supervision and Curriculum Development (54th, San Francisco, CA, March 6-9, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Standards; Computer Software Development; *Computer Uses in Education; *Educational Improvement; *Educational Quality; *Educational Technology; Elementary Secondary Education; Instructional Design; Public Schools
IDENTIFIERS- Video Telecommunications; Wisconsin

New approaches to teaching and learning are common, but nothing will change unless these ideas are brought to the frontlines of the classroom. Facing the challenge to incorporate varied innovative teaching and learning strategies, set statewide and schoolwide goals, and implement standards, schools need a systematic, consistent framework and high technology tool to bring these ideas to the classroom. In 1992, Wisconsin's 2-year college system formed a partnership to develop a high technology instructional design software package and video course that would arm them and Wisconsin school districts for the challenges ahead. The resulting system works for teachers, administrators, and learners. It integrates current theory and practice in instruction into a model that infuses broad, transferable skills into occupational and discipline specific instruction. The Wisconsin Technical College System Foundation created software for developing and planning programs, courses, or lessons from scratch or from broad frameworks developed at the national, state, or district levels. It can create study guides and training manuals that include components of the model. Since the release of the Wisconsin Model Academic Standards in 1997, over 250 K-12 school districts have used the model and software to show how they address standards. The Instructional Design and Planning video course leads viewers through a step-by-step process for developing performance-based criteria, study guides, lesson plans, and teacher manuals. (SM)

ED 430 959   SP 038 543

Olmscheid, Carey
The Effectiveness of Peer Tutoring in the Elementary Grades.
PUB DATE- 99
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; Elementary Education; Elementary School Students; Interpersonal Relationship; *Peer Teaching; Self Esteem; Student Participation; *Tutoring

The use of peer tutors has been an educational tool for centuries. Students benefit by receiving immediate clarification of information they do not understand and feedback in a nonthreatening environment. Tutors reinforce their own knowledge and skills, build their self-confidence, and develop a sense of responsibility. Students of any age and at-risk students are as capable of serving as peer tutors as any other students, and the benefits to them can be significant. Peer tutoring can also help gifted students who need to be challenged. Peer tutoring can be implemented in an attempt to cross language and cultural barriers, with older

the first edition, see ED 175 887-894.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Evaluation Methods; *Evaluators; *Formative Evaluation; Program Development; *Program Evaluation; *Summative Evaluation; Tables (Data)

The "CSE Program Evaluation Kit" is a series of nine books intended to assist people conducting program evaluations. This volume, the first in the kit, provides an overview of evaluation activities and a directory to the rest of the kit. Chapter 1 explicates the evaluation perspective that grounds the kit and describes the role of evaluation in common phases of program development. It also discusses things to consider when trying to establish the parameters of an evaluation. Chapter 2 presents specific procedural phases for conducting formative or summative evaluations. Chapters 3, 4, and 5 contain specific guides for accomplishing three general types of studies: a formative evaluation, a standard summative evaluation, and a small experiment. The handbook concludes with a master index to topics discussed throughout the kit. Two appendixes contain a sample evaluation report and a table of t-values. (Contains five tables, two figures, and five charts.) (SLD)

ED 430 979 TM 028 826

Stecher, Brian M.; Davis, W. Alan
How To Focus an Evaluation. CSE Program Evaluation Kit, Volume 2. Second Edition.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 94p.; For volumes 1-9 of this kit, see TM 028 825-833. For the first edition, see ED 175 887-894.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Data Collection; *Evaluation Methods; Evaluation Needs; Evaluation Problems; *Planning; *Program Evaluation
IDENTIFIERS- *Focusing Strategies

The "CSE Program Evaluation Kit" is a series of nine books intended to assist people conducting program evaluations. This volume, the second in the kit, provides advice about planning an evaluation--from deciding on the major questions the evaluation is intended to address, through the general approach--and identifying the principal audience for the evaluation. It discusses three general elements in the focusing process: (1) existing beliefs and expectations of clients; (2) the process of gathering information; and (3) the process of formulating an evaluation plan. Five different perspectives on the evaluation process are presented, approaches that are characterized as experimental, goal-oriented, decision-focused, user-oriented, and responsive. Chapter 1, "Thinking about the Focusing Process," presents a simple model of the process of focusing an evaluation. Chapter 2, "Thinking about Client Concerns and Evaluation Approaches," explores the beliefs and expectations that all parties bring to the focusing process. Chapter 3, "How that who a student is and where he or she comes from can be as important, if not more so, than what happens to him or her at school. It is necessary to treat these factors and these differences as obstacles to be overcome, not alibis to be delivered whenever test scores are bad. The analyses in this report provide a new set of rankings to show which states are overcoming obstacles and which are delivering alibis. (Contains 22 tables.) (SLD)

ED 430 999 TM 029 825

Yen, Shu-Jing; Dayton, C. Mitchell
Domain Structure of Reading Literacy: Latent Class Modeling of IEA Data.
PUB DATE- 99
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Databases; Expository Writing; *Factor Analysis; Foreign Countries; *Literacy; Narration; Prose; *Reading Achievement
IDENTIFIERS- Canada; Denmark; Hong Kong; *IEA Reading Literacy Study; International Assn Evaluation Educ Achievement; *Latent Class Analysis; Latent Structure Analysis; United States

The latent structure of the reading test of the International Association for the Evaluation of Educational Achievement (IEA) Reading Literacy study was investigated. The use of latent class modeling for investigating the measurement properties of a large-scale reading assessment database is demonstrated. The study focused on response data from the United States, Canada, Hong Kong, and Denmark, for a total sample of 15,304 nine-year-olds. One of the main research questions was whether the type of text (narrative, expository, and documents) elicits different types of reading comprehension. Findings indicate that there is no empirical evidence of three separate text types for any of the four countries, but there is empirical evidence of two separate reading domains. One latent variable represents a general reading domain associated with all three text types, and the other represents a prose reading domain associated only with expository and narrative text types. The latent class modeling approach provides a way to examine the latent structure of the IEA reading test that avoids many problems that may occur when applying factor-analytic methodology. (Contains 3 figures, 12 tables, and 30 references.) (SLD)

ED 431 000 TM 029 826

Nweke, Winifred C.; Hall, Thomas R.
Evaluating Cut-Scores on Two Certification Tests: How Well Do Decisions Based on Cut-Scores Match Teacher- and Principal-Reported Ratings of Competence in the Classroom?
PUB DATE- 99
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

School Effectiveness Study, explored the characteristics of effective high schools by investigating factors influencing science and mathematics achievement. A multilevel analytical model was used in the longitudinal study that focused on 1,024 students in 21 rural and urban high schools. The study confirms, as other research in Australia has suggested, that most variation in student achievement appears to be at the classroom and student level, with negligible amounts at the school level, particularly when prior achievement and student background effects are included in the model. When the classroom effects were studied, student aggregates appeared to be stronger than teacher effects. This study suggests that it is the classroom composite of peers that influences individual student achievement, rather than the particular teacher effects. An appendix discusses the variables and scales used in the analysis. (Contains 5 tables and 57 references.) (SLD)

ED 431 021 TM 029 854

Swisher, Judith D.; Green, Samuel B.; Tollefson, Nona
Using Curriculum-Embedded Assessment for Making Educational Decisions: An Empirical Study with Implications for Including Students with Disabilities in Accountability.
PUB DATE- 99
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; *Decision Making; *Disabilities; Secondary Education; Special Education; *Special Education Teachers; Student Evaluation; *Test Use; Vocational Education
IDENTIFIERS- *Curriculum Embedded Tests; Practical Assessment Exploration System

The focus of this research was to examine the perceived effectiveness of the Practical Assessment Exploration System (PAES) (J. Swisher, 1987) for making educational decisions at the instructional program level for students with disabilities across groups of teachers who have various levels of familiarity with the PAES. The PAES is a functional vocational skills curriculum with an embedded assessment of vocational potential. Tasks included in the curriculum are representative of business, home economics, and industrial education, and they provide students with opportunities to complete projects that are simulations of entry-level job tasks. Educators familiar with the PAES completed a survey about its use. Of the responses, 104 were included in the sample, with only 102 included in some analyses. Respondents generally perceived the PAES as more useful for making decisions related to transition planning; aptitude/achievement tests were considered more useful for making decisions associated with general education placements. Responses did not indicate significant differences between the two approaches for making statements about the present level of performance on the student's individualized education plan. Ultimately, the results suggest that students with disabilities are not served well by tests developed for their nondisabled peers. (Contains 7 tables and 33 references.) (SLD)

ED 431 022 TM 029 855

Ware, William B.; Althouse, Linda Akel

FE College Library and the College; Survival in the Changing College; Towards Effectiveness; and Some Issues and Proposals. Appendices include the questionnaire, the case study and source colleges, interview question areas, and participants at the Effective College Library seminars. A list of acronyms used in the report is also included. (Contains 31 references.) (AEF)

ED 430 566 IR 056 855

Des Enfants, Sherry
DeKalb County Public Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 93
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Computer Assisted Instruction; English (Second Language); Expenditures; *Family Literacy; Inservice Education; Library Collection Development; Library Role; *Library Services; *Literacy Education; Public Libraries; *Reading Programs; Resource Materials; Small Group Instruction; Tutoring; Volunteer Training
IDENTIFIERS- Tutor Training

This DeKalb County Public Library family literacy project final performance report begins with a section that provides quantitative data on the project. The next section compares actual accomplishments to the following project objectives for fiscal year 1993: (1) to update eight existing literacy collections in branch libraries by the addition of 10% new titles; (2) to establish a core literacy collection of 825 print, 20 non-print, and 20 software packages; (3) to develop a computer lab with two personal computers and 20 literacy software packages, providing professional, individual assistance to a minimum of 200 adult and family literacy students; (4) to maintain a cooperative, coordinated literacy program in conjunction with the literacy community, sponsoring an in-service workshop for literacy volunteers, preparing and distributing at least two bibliographies of literacy materials, and hosting quarterly networking meetings; and (5) to expand the family literacy program at a community library by 100%, offering four 6-week sessions to a total of 24 families. Proposed and actual expenditures are compared. Details are provided on materials, training, library role, participating organizations, and library locations. The report concludes with a discussion of the impact of the project. Attachments include booklists, a literacy newsletter, a workshop agenda, flyers, and newspaper clippings. (MES)

ED 430 567 IR 057 236

Jones, William G.
Distance Learning. Transforming Libraries Number 6.
PUB DATE- 98
NOTE- 40p.; "Transforming Libraries, Issues and Innovation in..." is a ten-item monographic series (no ISSN). "SPEC Kit" (Systems and Procedures Exchange Center) is a serial (ISSN-0160-3582).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

Tsang, Chui L.; Svabek, William H.; Abma, Deanna; Scanlan, Sonia S.
Consumer and Homemaking Education Instruction for Homeless Families: A Teacher's Guide.
SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- 93
NOTE- 167p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Basic Skills; *Consumer Education; *Economically Disadvantaged; Employment; Family Life; Health Services; *Homeless People; *Homemaking Skills; *Job Training; Needs Assessment; Outreach Programs; Teaching Methods

This guide contains lesson plans for teaching consumer and homemaking skills to homeless families to support their transition to more secure and traditional lifestyles. Prioritized and developed based on the needs assessment of homeless families at the Salvation Army Gateway Transitional Housing in San Francisco, the 20 lessons in the guide cover topics such as finding a job, managing stress, maintaining health, parenting, and budgeting. All lessons are planned for 2 to 2.5 hours of class time. Most of the lessons can be taught separately and in any sequence, depending on the interests and needs of the participants. Each lesson includes: (1) objectives; (2) instructional materials (activity worksheets, booklets, video tapes); (3) suggested time and sequence for presenting the lesson; (4) subject matter for background information and discussion; and (5) answers to activities and/or discussions. A variety of teaching strategies are discussed, including information sharing, group discussion, activity, and audio-visual support. The guide was developed with a conscious effort to use the pronouns "we", "us", and "our" in the place of "you" and "your" to lay a common ground with participants and sound less authoritarian, and suggests doing likewise in the classroom setting. (AS)

ED 430 587 JC 990 193

Tsang, Chui L.; Svabek, William H.; Abma, Deanna; Scanlan, Sonia S.
Consumer and Homemaking Education Instruction for Homeless Families: A Study Guide.
SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- 93
NOTE- 138p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Basic Skills; *Consumer Education; *Economically Disadvantaged; Employment; Family Life; Health Services; *Homeless People; *Homemaking Skills; *Job Training; Needs Assessment; Outreach Programs; Student Needs
IDENTIFIERS- City College of San Francisco CA

This study guide contains lessons on consumer and homemaking skills for homeless families to aid their transition to more secure and traditional lifestyles. Prioritized and developed based on the needs assessment of homeless families at the Salvation Army Gateway Transitional Housing in San Francisco, analysis revealed that community college faculty rated obtaining program and financial approval as the greatest stressor, while research university faculty rated making decisions that affect others as the highest stressor. Overall, faculty governance leaders were identified as individuals whose perceptions and beliefs varied in regard to their roles in leadership and the factors that cause stress in the position of leadership. Contains 3 tables and 13 references. (SKF)

ED 430 607 JC 990 273

Fusch, Gene E.
Dismissal of Tenured Faculty--the College Administrator's Ugly Responsibility.
PUB DATE- 94
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrative Policy; *College Faculty; *Community Colleges; Educational Policy; Guidelines; *Personnel Policy; Teacher Administrator Relationship; *Teacher Dismissal; *Technical Institutes; *Tenured Faculty; Two Year Colleges

The purpose of this study was to investigate the proper procedures that must be followed in the dismissal of tenured faculty at a technical community college. While many resources on motivating and managing employees exist, little information is available pertaining to strategies for coping with unsatisfactory instructors who are unresponsive to counseling initiatives. Using a fictional case study as example, this study defines the types of procedures and documentation necessary to dismiss a tenured faculty member for incompetence at Renton Technical College (WA). The termination of a non-tenured instructor's contracts is relatively straightforward, but the process for a tenured instructor is more complicated. Model vignettes between a fictional administrator, unsatisfactory faculty member and union representative are constructed in accordance with Frederick Hertzberg's Motivator-Hygiene theory and Renton Technical College's Tenure Review Committee Handbook. The resulting protocol suggests a multiple phase process in which the outcome is dependent on the decisions and behaviors of the instructor and administrator at each stage. The instructor is counseled, behavior is documented, a de-hiring proposal is developed and, if necessary, a written report is submitted to the tenure review committee and the College's Board of Trustees. (SKF)

ED 430 608 JC 990 274

Dudgeon, Paul J.
Reflections of a Board Chair.
PUB DATE- 99
NOTE- 11p.; Paper presented at the Annual Conference of the Association of Canadian Community Colleges (Quebec City, Canada, May 29-June 1, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Role; *Board Administrator Relationship; Community Colleges; Educational Policy; Foreign Countries; *Governing Boards; Leadership Responsibility; Two

technology program staff become more knowledgeable regarding factors associated with program costs. Suggestions for future research are discussed. Contains 63 references. (SKF)

ED 430 626 JC 990 307

Crawford, James Emil
Writing Center Practices in Tennessee Community Colleges.
PUB DATE- 98
NOTE- 274p.; Ed.D. Dissertation, East Tennessee State University.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Community Colleges; *Educational Resources; *Educational Technology; Program Evaluation; Program Implementation; Surveys; Two Year Colleges; Writing Instruction; *Writing Laboratories
IDENTIFIERS- *Tennessee

The purpose of this dissertation was to develop a profile of writing centers in 12 community colleges governed by the Tennessee Board of Regents, including information on how the centers were established, funding and staffing sources, services provided, constituency demographic information, professional staff development, and the use of electronic technology. A second objective was to analyze the successful and unsuccessful practices, particularly those relating to governance, structure, and training of staff. Data were collected using a survey designed for the study and interviews with writing directors at four of the Tennessee community colleges surveyed. Analysis revealed that community college writing centers in Tennessee vary in their primary clientele, with half providing comprehensive services to all writers on campus, and the other half providing services to primarily developmental writers. Assumptions, practices and goals that are both unique and universal to community colleges in Tennessee are identified. It is concluded that while a fair amount of literature on writing centers has evolved during the last 20 years, it still fails to address the limitations presented by the unique community college environment such as admissions policies and part-time student populations. Contains 72 references. (SKF)

ED 430 627 JC 990 308

Striplin, Jenny J.
Facilitating Transfer for First-Generation Community College Students. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Articulation (Education); *College Transfer Students; *Community Colleges; *Cultural Differences; *Degrees (Academic); Higher Education; Immigration; Intervention; Job Placement; Learning Strategies; Prior Learning; *Student Mobility; Student Needs; *Two Year College Students
IDENTIFIERS- ERIC Digests; *First Generation Students

This digest discusses the challenges facing first-generation students, and offers strategies for helping them to transfer to of such a system include: (1) one-stop centers; (2) customer choice; (3) integration of services; and (4) performance-driven outcomes. Alabama's two-year colleges have been striving to accomplish the creation of such a network, and this effort has been tied to actions of state and national leaders. The WIA presents a number of opportunities for the Alabama College System to work cooperatively and constructively as an equal partner with other agencies in redefining and advancing the state's workforce development system as Alabama moves into the 21st century. (AS)

ED 430 646 JC 990 333

Weglarz, Shirley
New Student Survey, Fall 1998.
PUB DATE- 99
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Courses; *Decision Making; Institutional Evaluation; Participant Satisfaction; *Student Educational Objectives; Student Surveys; Tables (Data); Two Year College Students; Two Year Colleges
IDENTIFIERS- *Johnson County Community College KS; Marketing Strategies; Student Satisfaction

The Fall 1998 annual survey of new Johnson County Community College (JCCC) students was designed to determine new students' educational objectives and what factors influence new students' decisions to attend JCCC. Surveys mailed to 3874 students identified by the Admissions Office resulted in 713 usable returned surveys. This evaluation reports overall ratings of JCCC, what students liked best and least, newspaper readership, information resources, and methods of registration. Major findings indicate that: (1) approximately 9 in 10 new students rate JCCC as excellent or good, 8% rate it average, and the remaining 3% fair or poor; (2) 42% of students indicate that low cost is an appealing aspect of JCCC, while another 42% note small class size as a major plus; (3) least favorable aspects of JCCC are parking (47%) and the fact that JCCC is a two-year school (30%); (4) the primary education objective of new students is transfer (36%), followed by preparation to change careers (14%); (5) the largest influences on students' decision to attend JCCC are the ability to work while attending, and the courses offered; and (6) the most important sources from which new students hear about JCCC include friend or relative (59%), college catalog (28%) schedule of classes (26%), and letters from the college (26%). Appendices A and B contain tabled results and a copy of the survey instrument. (AS)

ED 430 647 JC 990 334

Weglarz, Shirley
User Evaluation of Student and Auxiliary Services, Fall 1998.
PUB DATE- 99
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrators; *Ancillary School Services;

preschool violence prevention program in influencing the knowledge and attitudes of Head Start teachers in a rural, heavily Hispanic, southern Texas community. Head Start teachers were nonrandomly assigned to a control group, a Long Intervention group, or a Brief Intervention group. The Long Intervention group received a 6-hour training session conducted over one day. The Brief Intervention group received two 3-hour training sessions held 2 months apart. Training in the two intervention groups was identical and included training in the following areas: effects of violence over the lifespan, teaching young children to resolve conflict peacefully, handling teacher-parent conflicts, using positive discipline, and commitment to change. Data were collected on teachers' knowledge regarding violence prevention and attitudes related to violence prevention competency, violence prevention attributes, role efficacy, and remediation competency. Eighty-four teachers completed both pre- and posttests. The results indicated that knowledge and attitudes were influenced by the training and by having had prior exposure to violence. Posttest scores in remediation competence and violence prevention attributes improved over pretest scores, with the increase greater for those in the Brief Intervention group than in other groups. Knowledge score increases were greatest for those in the Long Intervention group and for those who had previous experience with violence. Higher final knowledge scores were associated with higher final remediation competence scores. (Author/KB)

ED 430 664   PS 026 781

Squier, William; Simmons, Susan
Help Your Child Succeed in School: Parenting Skills That Work. Videotape .
PUB DATE- 98
NOTE- 0p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- Academic Achievement; *Coping; Elementary School Students; Elementary Secondary Education; Parent Participation; *Parent Student Relationship; *Parenting Skills; Secondary School Students; Self Control; Self Esteem; *Student Adjustment; *Student Improvement; Workshops

Not every child copes easily with the challenges school presents, and not every parent knows how to effectively help a child meet these challenges. This parent workshop video program builds from realistic scenarios of parent and child struggles over school to present parents with the tools they need to help children develop self-confidence, self-discipline, and self-esteem. The 44-minute program video is divided into 13 parts. The first six parts deal with areas of building self-confidence: (1) handling negative feelings; (2) handling excuses; (3) handling anger and frustration; (4) handling fear; (5) handling mistakes; and (6) handling grades. The next three parts cover aspects of developing self-discipline: (7) setting goals; (8) creating a homework plan; and (9) staying on task. The next two parts cover areas of life at school: (10) social problems; and (11) parent-teacher conferences. The final instructional section covers creating positive attitudes. A wrap-up section notes that the key to helping children succeed in school is a heart that's open to their feelings and a mind that's open to their ideas. Print materials accompanying the program video include a description of the program and its learning objectives, an 18-item bibliography, a script of the constructivist or brain compatible classroom as illustrated by descriptions of classroom activities of students from kindergarten through twelfth grade. The paper explores how teachers, the "new architects of the intellect," incorporate three critical elements as they bridge theory and practice: (1) the teacher's creative genius; (2) the complex tooling for instructional excellence; and (3) systems of interconnectivity to frame curriculum. The report also describes classroom activities using problem-based learning, case studies, themes, project-based learning, service learning, and performance learning that promote the construction of knowledge and meaning-making in the mind of the learner. (Author/KB)

ED 430 684 PS 027 614

Santiago, Anthony
Male Early Childhood Montessori Teachers: Why They Chose To Teach.
PUB DATE- 99
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Interprofessional Relationship; Literature Reviews; *Males; Montessori Method; Preschool Education; *Preschool Teachers; Sex Bias; *Sex Stereotypes; *Teacher Attitudes; *Teaching (Occupation)
IDENTIFIERS- Montessori Preschools

Male teachers comprise only 12 percent of the teachers in early childhood programs, in comparison to 30 percent of the total teaching workforce. This paper reviews literature on male early childhood teachers and explores the reasons given by four men for deciding to be Montessori early childhood teachers. The paper then considers reasons for the disproportionately low numbers of males in the profession, lack of support for and stereotypes related to males who work with young children, and reasons for entering the field. The paper details interviews conducted with the four male Montessori teachers regarding their reasons for becoming a Montessori teacher, for teaching in early childhood education, and the types of biases they encountered. Reasons cited for entering the teaching profession included dissatisfaction with current jobs, childhood aspirations, and following in a parent's footsteps. The choice of early childhood education was influenced by internship placements in early childhood programs, positive early teaching experiences with young children, and parenthood preparation. The choice of a Montessori school was influenced by attendance in a Montessori school throughout childhood, compatibility with the Montessori philosophy, and a positive impression of other Montessori teachers. Several stereotypes or other concerns were noted, including experiencing sexual harassment, being wary of accusations of child molestation, being the butt of stereotypical jokes, and dealing with double standards. Parents were reported as happy that their child had a male teacher but suspicious if their child talked a lot about the teacher at home. (Contains 20 references.) (KB)

ED 430 685 PS 027 615

Kirova-Petrova, Anna; Bhargava, Ambika; McNair, Shannan
Moving towards the 21st Century: Eliminating Gender Biases in Young Children's Use of Computers.
PUB DATE- 99
NOTE- 13p.

Parenting Skills; *Parents; *Poverty; Program Evaluation
IDENTIFIERS- Family Resource and Support Programs; Family Support; *Parent Needs; Save the Children Fund; Scotland

This report summarizes the work and achievements of Year 2 of the Positive Parenting Project. The project was designed to support parents in combating the effects of poverty in four disadvantaged communities in Scotland, by using a needs-led and preventive approach; by working in partnership with parents and other agencies to develop sustainable structures; by providing parents with opportunities for self-help, support, information, and training; and by providing quality child care. The report notes that in Year 2, the project increased the level of contact with parents and children and built up a wide network of contacts with agencies and organizations in each of the communities. The report delineates specific achievements for each community and outlines future reports and action plans for Year 3 of the project. In addition, the report describes project activities related to organizing seminars, presenting at conferences, and developing newsletters, journal articles, and other publications. (KB)

ED 430 704 PS 027 653

North Carolina's Smart Start Initiative: 1998 Annual Evaluation Report.
SPONS. AGENCY- North Carolina State Dept. of Human Resources, Raleigh.
PUB DATE- 99
NOTE- 16p.; For 1996-97 Annual Evaluation Report, see ED 423 975.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *At Risk Persons; Child Health; Day Care; *Early Childhood Education; *Economically Disadvantaged; Elementary School Students; Health Services; Partnerships in Education; Poverty Programs; Preschool Children; Program Evaluation; *School Readiness; State Programs; Welfare Recipients; Welfare Services
IDENTIFIERS- North Carolina; *Smart Start

Smart Start is a multi-disciplinary, comprehensive, community-based initiative to serve North Carolina children under age 6 and their families to ensure that all children enter school healthy and prepared to succeed. To achieve this, local county partnerships have focused both their attention and their funds on implementing child care programs, family programs, and health services. Evaluation strategies included measuring changes in child care quality, family functioning, and children's receipt of health services, and the long-term outcome of school success. This report highlights four main program goals: (1) children are healthy and prepared to succeed in school; (2) families effectively fulfill their role as primary providers, nurturers, and teachers; (3) high quality, affordable services for children and families will be available; and (4) North Carolina counties value children and families by providing options and resources, and encouraging collaboration. The report presents the main data collection strategies being used to evaluate progress for each goal, followed by brief summaries of recent results. The most significant findings to date are that child care quality improved as a result of Smart Start and that children from low-income families who attended a Smart Start-involved child care program were significantly more prepared for school than were similar children who attended other centers, or no centers at all. Speech problems were the most likely developmental problem with a child--has caught many child welfare agencies off guard. This monograph presents information needed by professionals, agencies, institutions, communities, and organizations to develop and provide services to kinship caregivers, kinship families, children, and parents. The monograph contains discussions of common clinical issues, suggests intervention strategies, examines kinship care's legal implications, and offers policy and program recommendations. Chapter 1 compares relative or kinship care to traditional family foster care, and outlines the characteristics of kinship care that necessitate changes in outlook and practice. Chapter 2 analyzes the clinical issues that must be considered in serving children, parents, and kinship caregivers. Chapters 3 and 4 provide guidance on child welfare practice with kinship families. Chapter 5 considers the effect of culturally based child-rearing practices, gender roles, and hierarchy of authority on child welfare practice with kinship families, as well as the impact of parental incarceration, substance abuse, and HIV/AIDS. Chapter 6 looks at the legal rights, responsibilities, and status of kinship families, caregivers, parents, and children. Chapter 7 discusses federal and state issues for program and policy development; this chapter also examines the philosophy and values underlying provision of financial support to kinship families, the emerging federal role, state policy directions, and permanency planning. Contains 40 references. (KB)

ED 430 723   PS 027 675

Kids Count Data Book, 1999. State Profiles of Child Well-Being.
PUB DATE- 99
NOTE- 376p.; For the 1998 Data Book, see ED 420 409.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *At Risk Persons; Birth Weight; Child Health; Child Welfare; *Children; Demography; Dropout Rate; Early Parenthood; Employed Parents; Incidence; Mortality Rate; One Parent Family; *Poverty; *Social Indicators; *State Surveys; Statistical Surveys; Tables (Data); Trend Analysis; *Well Being; Youth Problems
IDENTIFIERS- *Indicators

This Kids Count report examines national and statewide trends in the well-being of the nation's children. The statistical portrait is based on 10 indicators of well-being: (1) low birthweight infants; (2) infant mortality; (3) child death; (4) teen deaths by accident, homicide, and suicide; (5) teen birth rate; (6) number of teens who are high school dropouts; (7) teens not attending school and not working; (8) children living with parents who lack full-time, year-round employment; (9) children in poverty; and (10) families headed by a single parent. The report's overview includes descriptions of risk factors and exemplary models and strategies. The report indicates that between the mid 1980s and 1990s, there were increases in the percent of low birthweight infants, teen birth rate, percent of children living in poverty, and percent of families headed by a single parent. There were declines in infant and child mortality rates; percent of teens not attending school and not working; and percent of children living with parents who lack full-time, year-round employment. There was little change in the rate of teen deaths by accident, homicide, and suicide and the percent of teens who are high school dropouts. The bulk of the report is comprised of

Quintana, Stephen
Mexican American Children's Ethnic Pride and Internalized Racism. JSRI Occasional Paper No. 41. Latino Studies Series.
PUB DATE- 99
NOTE- 17p.; Previously presented as a paper at the conference "Innovations in Chicana/o Psychology: Looking towards the 21st Century" (East Lansing, MI, April 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Child Development; *Children; Developmental Stages; Elementary Secondary Education; Ethnic Bias; *Ethnicity; Identification (Psychology); *Mexican Americans; Perspective Taking; *Self Esteem; Social Attitudes; *Social Cognition
IDENTIFIERS- Internalization

Nearly 100 Mexican American children and adolescents in grades 2-12 were interviewed in central Texas to determine their understanding of ethnicity and their attitudes toward their own ethnicity. Their responses were interpreted in relation to a developmental model with five stages or "perspectives" in reasoning about ethnicity. The first level, Level 0 (ages up to 6-7 years), involves primarily a physical perspective on ethnicity, in which children use skin color or facial features to make racial/ethnic classifications. Children at this level tend to base ethnic pride in either a generalized pride in themselves or a pride specific to their physical characteristics. Level 1 (ages 6-10) involves literal conceptions of ethnicity--awareness of nonobservable aspects of ethnicity such as ancestry, cultural heritage, and language. At Level 2 (ages 8-12), children become aware of subtle social aspects of ethnicity such as social class status and ethnic bias. Level 3 (adolescence to early adulthood) involves a group perspective on ethnicity, in which youth can generalize across individuals and discrete experiences. Level 4 involves a multicultural perspective on ethnicity. Levels 0-3 are illustrated by subjects' responses to why they like being Mexican American and why someone would not like being Mexican American. An appendix categorizes children's and high school students' responses by various themes and compares them to similar responses from African American children. (SV)

ED 430 742 RC 021 864

Garza, Hisauro
Objectivity, Scholarship, and Advocacy: The Chicano/Latino Scholar in America. JSRI Occasional Paper No. 58, Latino Studies Series.
PUB DATE- 99
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- Advocacy; College Environment; *College Faculty; Ethnic Bias; Ethnic Studies; *Faculty College Relationship; Higher Education; *Hispanic Americans; Prestige; *Professional Recognition; Researchers; *Scholarship
IDENTIFIERS- *Chicano Studies; Chicanos; Latinos; *Objectivity

This paper analyzes biases in academe concerning what constitutes "legitimate" and "rigorous" scholarship and examines how these biases interact with decision-making power to place minority scholars and their research into a traditionally ascriptive secondary role. Looking specifically at the Chicano/Latino

Evaluation of Quest High School Network Rally, February 1998.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Change Agents; Change Strategies; Collegiality; *Educational Change; Educational Cooperation; High Schools; *Interschool Communication; Learning Strategies; Listservs; *Networks; Program Evaluation; Questionnaires; *Regional Cooperation
IDENTIFIERS- Reflective Inquiry; *School Improvement Teams

As part of its contract to develop a framework for continuous school improvement in its four-state region (Kentucky, Tennessee, Virginia, and West Virginia), Appalachia Educational Laboratory staff designed the Quest project. Based upon principles of inquiry, collaboration, and action research, Quest supports and investigates ongoing school improvement efforts through conferences (renamed rallies), summer symposia, a Scholars program, visits to participating schools, communication via listserv and mailings, and the creation of a Quest network of schools. This report describes and assesses the second high school network rally, convened February 8-10, 1998, at Pipestem State Park, near Bluefield, West Virginia. Teams of students, teachers, parents, and administrators from each of seven high schools attended. A total of 42 participants attended, 16 of whom had participated in the first conference. Evaluation data were generated by evaluator participant observation, unstructured interviews, feedback forms, and pre-rally and follow-up questionnaires. Data indicate that the conference's four goals--reconnect with colleagues, think about student learning, create a creed embodying shared beliefs about student learning, and commit to action--were successfully achieved. Participants appreciated the opportunity to discuss school improvement with colleagues from the region, and most reported that the focus on student learning was useful. Three months later, many participants reported school improvement activities at their schools, but some wrote that their teams had not met since the rally. Recommendations are presented for improving future rallies. Appendices present feedback forms, pre-rally and follow-up questionnaires, and the evaluation standards checklist. Contains 14 references. (Author/TD)

ED 430 760 RC 021 991

Howley-Rowe, Caitlin
Evaluation of Quest Scholars Colloquium, July 1998.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change Agents; Change Strategies; Collegiality; *Educational Change; Educational Cooperation; Elementary Secondary Education; *Interschool Communication; *Networks; *Participatory Research; Program Evaluation; *Regional Cooperation; Research and Development; Self Evaluation (Groups)

As part of its contract to develop a framework for continuous school improvement in its four-state region (Kentucky, Reform" (M. Kathleen Heid, Joan Ferrini-Mundy, Karen Graham, and Guershon Harel); (5) "Visions of Algebra in Diverse Instruction" (David Kirshner, Carolyn Kieran, Tom Kieren, and Analucia D. Schliemann); (6) "Representing Algebraic Relations Before Algebraic Instruction" (Analucia D. Schliemann); (7) "As It Happens: Algebra Knowing in Action: The Polynomial Engineering Project" (Tom Kieren); (8) "Theories and Experiments in Collegiate Mathematics Education Research" (Ed Dubinsky, Francisco Cordero, Joel Hillel, and Rina Zazkis); (9) "Gender and Mathematics: Integrating Research Strands" (Suzanne Damarin, Diana Erchick, Jere Confrey, Dorothy Buerk, Linda Condron, Ruth Cossey, Laurie Hart, Peter Appelbaum, and Patricia Brosnan); (10) "Geometry and Technology" (Doug McDougall, Dan Chazan, Chronis Kynigos, and Rich Lehrer); (11) "Learning to Reason Probabilistically" (Carolyn Maher, Susan Friel, Cliff Konold, and Robert Speiser); (12) "Research on Rational Number, Ratio and Proportionality" (Tom Post, Kathleen Cramer, Guershon Harel, Thomas Kieren, and Richard Lesh); (13) "Representations and Mathematics Visualization" (Fernando Hitt, James Kaput, Norma Presmeg, Luis Radford, and Manuel Santos-Trigo); (14) "Using Socio-Cultural Theories in Mathematics Education Research" (Judit Moschkovich, Karen Fuson, Yolanda de la Cruz, Joanna Masingila, and Marta Civil); (15) "Developing a Conceptual Framework for Mathematics Teaching" (Martin Simon, Deborah Ball, Rijkje Dekker, and Susan Jo Russell); (16) "Teacher Change in a Reform Calculus Curriculum: Concepts Related to the Derivative" (Thomas Fox); (17) "A Logo-Based Microworld as a Window on the Infinite" (Luis Moreno-Armella and Ana Isabel Sacristan R.); (18) "Sociomathematical Norms and Student Autonomy in Calculus II Honors Students" (Chris L. Rasmussen and Karen D. King); (19) "The Role of a Formal Definition in Nine Students' Concept Image of Derivative" (Michelle J. Zandieh); (20) "What Kind of Notation Do Children Use to Express Algebraic Thinking?" (Carol W. Bellisio and Carolyn A. Maher); (21) "Effects of Algebra Instruction on the Recognition of the Mathematical Structures of Word Problems" (Emily D.F. McFadden); (22) "Middle School Students' Algebraic Reasoning: New Skills and Understandings from a Reform Curriculum" (John P. Smith III, Elizabeth A. Phillips, and Beth Herbel-Eisenmann); (23) "Developing an Imagistic Basis for Understanding Binomial Multiplication" (Erna Yackel and Diana Underwood); (24) "The Effects of Staff Development Focused on Assessment Practices" (Daniel J. Brahier); (25) "Case Studies of Preservice Elementary Teachers' Development in Mathematics Assessment" (Anne Raymond); (26) "Assessing and Documenting Student Knowledge and Progress in Early Mathematics" (Bob Wright, Rita Stewart, Ann Stafford, and Richard Cain); (27) "The Dualistic Nature of School Mathematics Discourse" (Eric J. Knuth and Dominic Peressini); (28) "Examining Teacher and Classroom Supports for Student Invention" (Elizabeth S. Senger); (29) "Tracing Children's Construction of Fractional Equivalence" (Elena Steencken and Carolyn Maher); (30) "Graphing of Discrete Functions versus Continuous Functions: A Case Study" (Fernando Hitt and Orlando Planchart); (31) "Perception of Graphs and Equations of Functions and Their Relationships in a Technology-Enhanced College

ED 430 776   SE 061 960

Berenson, Sarah, Ed.; Dawkins, Karen, Ed.; Blanton, Maria, Ed.; Coulombe, Wendy, Ed.; Kolb, John, Ed.; Norwood, Karen, Ed.; Stiff, Lee, Ed.

Proceedings of the Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics

This publication contains two topics concerning estimation and problem solving contained in one volume. It illustrates to parents that there are many opportunities every day to develop, nurture, and refine their child's mathematics skills. The section on estimation is rich with ideas on how to help a child become a better estimator using everyday situations. The problem solving section is filled with real-world problem solving situations that require a solving strategy and reviews the solutions. (ASK)

ED 430 794 SE 062 575

Burns, Marilyn
Building Understanding of Multiplication of Fractions.
PUB DATE- 99
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary School Mathematics; *Fractions; Grade 5; Intermediate Grades; Learning Strategies; Mathematical Concepts; *Mathematics Instruction; *Multiplication; Teaching Methods

It is not complex to teach the algorithm for multiplying fractions so that children can multiply numerators and denominators to arrive at correct answers. However, it is a challenge to teach so that students build understanding of multiplication of fractions, extending what they have already learned about fractions and about multiplication of whole numbers. This paper describes three days of instruction with fifth grade students in March during the school year. Rather than offer polished lessons, this paper offers a glimpse into actual classroom instruction to provide a platform for discussing mathematical instruction of a traditional skill in a way that focuses on children's thinking and reasoning. (Author)

ED 430 795 SE 062 576

Sherrill, Donna; Tibbs, Peggy
Modeling Functions with the Calculator Based Ranger.
PUB DATE- 99
NOTE- 8p.; Paper presented at the Annual Meeting of the Mathematical Association of America Oklahoma-Arkansas Section (61st, Bethany, OK, March 26, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Technology; Elementary Secondary Education; *Functions (Mathematics); *Graphing Calculators; Mathematics Activities; *Mathematics Instruction; Secondary School Mathematics
IDENTIFIERS- Calculator Based Laboratories

This paper presents two mathematics activities that model functions studied using the Calculator Based Ranger (CBR) software for TI-82 and TI-83 graphing calculators. The activities concern a bouncing ball experiment and modeling a decaying exponential function. (ASK)

ED 430 796 SE 062 577

Hua, Hsiao-Peng; Chang, Chun-Yen; MacRaven, Maggie Maeve
Taoism and Its Implications for Science Education.

Soil Got To Do with It? Activity Cards; and Wetland Web of Life Clue Card). (CCM)

ED 430 820 SE 062 623

Knothe, Carol; Lang, Karen; Lange, Pauline; Most, JoAnn; Palmer, Terry; Sorte, Joanne
Off to Adventure: 24 Guided Activities for K-3 Children.
SPONS. AGENCY- Extension Service (USDA), Washington, DC.
PUB DATE- 97
NOTE- 76p.; Illustrated and edited by Carole Crateau.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Community Education; *Environmental Education; Health Education; *Integrated Activities; *Learning Activities; Primary Education; *Science Education; Teaching Methods; Zoology
IDENTIFIERS- 4 H Programs

This book contains 24 guided environmental education activities for K-3 children that offer young children opportunities to explore and learn about their world in a positive environment. The activities encourage the children to gain confidence and develop a positive self-image; develop important life skills; learn about science, literature, and the arts; and develop a love of learning. Activities are child-centered, non-competitive, hands-on, and involve both family and community. Activities include: (1) Playing "Our Community"; (2) Learning about People at Work; (3) Helping in My Community; (4) Adventures with My Family; (5) Going on a Mini-hike; (6) Meeting My Very Own Tree; (7) Calling and Watching Birds; (8) Making a Terrarium; (9) Cooking with Sun Power; (10) Fun with Magnets; (11) More Fun with Magnets; (12) Discovering How Sound Works; (13) Meeting 4-H Animals in My County; (14) Feeding Baby Animals; (15) Playing the Unnature Trail Game; (16) Building a Worm Hotel!; (17) Discovering the Magic of Colors; (18) Folding Paper-Origami Critters; (19) Creating Window Dazzlers; (20) Putting on a Puppet Show; (21) Becoming a Safety Chef; (22) Measuring Our Way to Fun; (23) Nibbling New Veggies; and (24) Choosing Healthy Super Snacks. (CCM)

ED 430 821 SE 062 624

Environmental Education Activities & Programs 1998-1999.
PUB DATE- 99
NOTE- 74p.; Colored photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Demonstrations (Science); Educational Games; *Environmental Education; Groundwater; *Hands on Science; *Integrated Activities; Interaction; *Models; Pollution; Science Activities; Science Education; Secondary Education

This document features descriptions of interactive learning models and presentations in environmental education concerning groundwater, geology, the environment, weather, water activities, and interactive games. Activities include: (1) GW-Standard; (2) GW-w/no Leaky Underground Storage Tank (No UST); (3) GW-Karst; (4) GW-Landfill Models--Standard (Underground); (5) Groundwater Well Cut-Away; (6) Porosity Tanks (Bottles); (7) EnviroScape w/Groundwater Add-on; (8) Earthquake Tank; (9) Edible Geology (Cake--Faults and Folding); (10) Volcano Demonstration; (11) EnviroScape-Standard; (12) EnviroScape-

PUB DATE- 95
NOTE- 32p.; For other documents in the Crossroads series, see SO 029 662-667.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Bibliographies (131)
DESCRIPTORS- Curriculum Development; Elementary Secondary Education; Higher Education; Historiography; History Instruction; Social Studies; *Thematic Approach; *United States History

This bibliographic essay supports a K-16 history curriculum called "Crossroads," which is chronologically organized into 12 historical periods. The bibliographic essay presents authoritative and accessible thematic treatments of U.S. history and scholarship for each period. Paperback books are indicated by an asterisk. Following a preface and a section on general or thematic studies, the bibliography is divided into 12 essays: (1) "A World of Their Own: The Americas to 1500"; (2) "Contact: Europe and America Meet, 1492-1620"; (3) "The Founding of New Societies, 1607-1763"; (4) "What Was the American Revolution? 1760-1836"; (5) "The Ambiguous Democracy, 1800-1848"; (6) "'Now We Are Engaged in a Great Civil War,' 1848-1880"; (7) "'What, Then, Is This American?' 1865-1900"; (8) "Waves of Reform, 1880-1921"; (9) "Boom and Bust, 1921-1933"; (10) "The Age of Franklin D. Roosevelt, 1933-1945"; (11) "Leader of the Free World, 1945-1975"; and (12) "A Nation in Quandary, 1975-." (BT)

ED 430 841 SO 029 664

Crossroads: A K-16 American History Curriculum. The Elementary Curriculum. Part Two.
SPONS. AGENCY- Fund for the Improvement and Reform of Schools and Teaching (ED/OERI), Washington, DC.
PUB DATE- 95
NOTE- 249p.; For other documents in the Crossroads series, see SO 029 662-667.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Civil War (United States); Elementary Education; *History Instruction; Holidays; *Language Arts; Library Research; Literary Devices; Reconstruction Era; *Social Studies; *United States History

This U.S. history curriculum guide, based upon historical essays written by Richard B. Bernstein, is part of the 'Crossroads' curriculum project. The elementary school component of the 'Crossroads' curriculum introduces students to the important things about the world they live in, the nation that they are a part of, the connection between the lives they lead and roots to the past, and the historical structure of chronology. The guide is intended for students in grades K-5 and is divided into three parts. Part 1 contains eight units and is a series of lessons for grades K-2 organized around national holidays and other events often included in primary level instruction. The main emphasis is on integrating historical study with language arts. The lessons are aimed at telling historically accurate stories. Part 2 contains six units and is a series of lessons for grades 3-4 that introduce students to a chronological study of U.S. history by examining the Civil War and Reconstruction through nonfiction literary sources and

Today there is new interest in renewing a society's general acquaintance with and appreciation of the arts and humanities as vital to life, education, and the conduct of human affairs. The 12 essays in this collection have a variety of critical looks at the arts and humanities and the role they play in postmodern schooling. This diverse collection has been developed to shed light on emerging issues in the education dialogue on the arts and humanities and their place in education, and to stimulate further thought about the contexts and characteristics of postmodernism and how they may be understood in the shaping of basic school curricula. Following an introduction, the essays are as follows: (1) "The Arts and Humanities in Postmodern Education" (David Elkind); (2) "Contradictions and Consequences in Postmodernism" (Michael J. Schmoker); (3) "The Necessary Role of the Arts in Education and Society" (Eric Oddleifson); (4) "Generating Hope through Arts Education" (Julia Balaisis); (5) "Postmodernity, Humanity, and Art" (D. C. Bradburd); (6) "The Power of the Arts to Edify" (Russell T. Osguthorpe); (7) "Lights in the Trees" (Stephanie B. Perrin); (8) "Adult Literacy and the American Political Culture" (George Demetrion); (9) "A Postmodern Feminist Perspective on Visual Arts in Elementary Teacher Education" (Christine B. Morris; Iris M. Striedieck); (10) "The Family Myth in the Postmodern Humanities Curriculum" (Donovan R. Walling); (11) "Resolving the Paradox of Postmodern Education" (Raymond Pettit); and (12) "Envisioning the Future of Education" (Todd Siler). (BT)

ED 430 861 SO 029 773

Sporborg, James Douglas
Music in Every Classroom: A Resource Guide for Integrating Music Across the Curriculum, Grades K-8.
PUB DATE- 98
NOTE- 127p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; Instructional Effectiveness; Language Arts; *Learning Processes; Mathematics Instruction; *Music; *Music Activities; *Music Education; Science Instruction; Social Studies; *Songs
IDENTIFIERS- *Music across the Curriculum

Since the 19th century, educators have used songs to captivate and motivate students, underscore a point, or make a lesson memorable. Research in cognitive psychology has confirmed that there are "multiple intelligences" and different, but often mutually reinforcing "ways of knowing" and learning. Intended for teachers who want to enrich the classroom experience with sound and music, this guide helps educators learn to use the unique power of music in the classroom. The guide is designed to help music teachers identify resources that support the integration of music with core curriculum for kindergarten through eighth grade. Resources in the guide are arranged according to discipline (language arts, mathematics, science, and social studies) and major topics are given within each subject area. Material is grouped according to format, with suggestions for further research sources for songs and books at the end of each topic. In addition to standard bibliographic information, annotations provide information on format and media, musical arrangement, individual song titles (for recorded material), and grade appropriateness. Cross references and a comprehensive subject index allows easy access to

NOTE- 22p.; For additional Colorado Model Content Standards, see SO 030 607-610.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; *Economics; *Economics Education; Elementary Secondary Education; *Public Schools; Social Studies; *State Standards; Student Development; Student Educational Objectives
IDENTIFIERS- *Colorado; *Economic Concepts; Economic Literacy

The goal of these Colorado state economics content standards is for students, by the time they graduate from high school, to understand economics well enough to make good judgments about personal economic questions and about economic policy in a complex and changing world. Students need an understanding of basic economic concepts to become competent decision makers, effective participants in an international economy, productive members of the work force, responsible citizens, and promoters of the free enterprise system. The three content standards for economics are that students understand: (1) that because of the condition of scarcity, decisions must be made about the use of resources; (2) how different economic systems impact decisions about the use of resources and the production and distribution of goods and services; and (3) the results of trade, exchange, and interdependence among individuals, households, businesses, governments, and societies. Each standard presents a rationale, contains subdivisions, and lists specific educational objectives for grades K-4, grades 5-8, and grades 9-12. The guide also contains an extensive glossary of terms. (BT)

ED 430 883 SO 030 609

Colorado Model Content Standards: Visual Arts.
PUB DATE- 97
NOTE- 17p.; For additional Colorado Model Content Standards, see SO 030 607-610.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Aesthetic Education; *Art Education; *Creativity; Elementary Secondary Education; *Public Schools; *State Standards; Student Development; Student Educational Objectives; *Visual Arts
IDENTIFIERS- *Colorado

This Colorado state visual arts content standards guide is based on the idea that visual arts education benefits the student because it cultivates the whole person, gradually building many kinds of literacy while developing intuition, reasoning, imagination, and dexterity into unique forms of expression and communication. Students develop an understanding of each visual arts discipline and the knowledge of the skills that enliven them. Standards provide a positive and substantive framework for those who teach young people why and how the visual arts are valuable to them individually and as participants in a shared culture. The five content standards for the visual arts are : (1) to recognize and use the visual arts as a form of communication; (2) to know and apply elements of art, principles of design, and sensory and expressive features of series of biographies that reflect the interaction among peoples and describe the resultant winners and losers in this new global environment. (BT)

ED 430 903 SO 030 730

Delany, Judith C.; Arredondo, Daisy E.
Using Collegial Coaching and Reflection as Mechanisms for Changing School Cultures.
PUB DATE- 98
NOTE- 16p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (St. Louis, MO, October 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Role; Ethnography; Middle Schools; *Organizational Change; Participant Observation; *Professional Development; Qualitative Research; *School Culture
IDENTIFIERS- *Collegial Coaching; Cultural Change; Dialogic Communication; *Reflection Process; Teaching Research

A research project explored the potential of collegial coaching and reflective dialogue as mechanisms for school leaders to use to significantly alter the organizational context so that cultural change might occur. The study investigated the possibility that collegial coaching, reflection, and dialogue about teaching practices may provide an environment conducive to meaningful change. The research design was ethnographic and qualitative in nature. Data were collected within a naturalistic setting with participant observation playing a major role. Participants were a principal, who served also as a researcher, six teachers paired into three collegial coaching teams, and an administrative peer, who assumed the role of impartial observer and interviewer. The setting was a middle school with a 390-student population in grades 4 through 7, located in a rapidly growing area of a midwestern state that is becoming increasingly suburban. Initially, teacher participants received training in collegial coaching, dialoguing, and written and oral reflection. Three data sources were used to determine the effects of collegial coaching in combination with reflection on participant teachers' classroom practices and about their attitudes and perceptions toward professional growth. Data were analyzed using constant comparison techniques. At the conclusion of the study, formal analyses of data resulted in development of a case report. Dialogue among the participants of the coaching teams and the principal provided insight into how their interactions impacted the culture of this middle school. This case illustrates how the collegial coaching process could be used as an alternative supervisory strategy to the more traditional methods used. In order to create meaningful change, individuals must develop an understanding of their theories-in-use and their espoused theories. Contains 23 references. (BT)

ED 430 904 SO 030 731

Gross, Patricia A.
Identity and Diversity: Interrogating Beliefs.
PUB DATE- 98
NOTE- 19p.; Paper presented at the Annual Meeting of the Northeastern Educational Research Association (Ellenville, NY, October 28-30, 1998).
LANGUAGE- English

NOTE- 10p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (79th, Chicago, IL, February 12-16, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accreditation (Institutions); Elementary Secondary Education; Higher Education; Preservice Teacher Education
IDENTIFIERS- Central Missouri State University; *Document Handling

This paper shares with higher education institutions what Central Missouri State University's Document Center is like and what it took to develop the Document Center prior to the National Council for Accreditation of Teacher Education (NCATE) Board of Examiners team visit. Each section of the paper addresses a unique component that contributes directly to the success of the Document Center. The sections focus on the NCATE Document Center coordinator; the Document Center room; university support; developing quality documents for the Center; collecting documents; deadlines for submitting documentation; user-friendly systems; food, refreshments, image, and parking spaces; and displays. The paper concludes that many individuals at any institution can plan and arrange a Document Center, though it takes considerable time, energy, and support. (SM)

ED 430 923 SP 038 505

Shimabukuro, Gini
A Call to Reflection: A Teacher's Guide to Catholic Identity for the 21st Century.
PUB DATE- 98
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Catholic Schools; Consciousness Raising; Elementary Secondary Education; Faculty Development; Individual Development; *Reflective Teaching; Religious Education; Self Evaluation (Individuals); Teacher Improvement; Teacher Student Relationship; *Teachers
IDENTIFIERS- *Reflective Thinking; Spiritual Development

This book provides a reflective process through which teachers may consider their distinctness as educators in a Catholic school. After an overview that discusses the ideal Catholic school teacher, the book focuses on five themes: Teacher as Community Builder; Teacher as Committed to Lifelong Spiritual Growth; Teacher as Committed to Lifelong Professional Development; Teacher as Committed to Students' Spiritual Formation; and Teacher as Committed to Students' Human Development. Each section includes a teacher self-inventory, questions for reflection, and further resources. The conclusion presents an assessment of effectiveness as a Catholic school educator and questions for reflection. Suggestions for administrators using the book are presented. The two appendixes offer Percentage of Text in Church Documents on Education Devoted to Themes Descriptive of the Ideal Catholic School Teacher and Subthemes Descriptive of the Ideal Catholic School Teacher Extracted from Church Documents on Education. (Contains 39 references.) (SM)

ED 430 924 SP 038 506

was invested in PBL. The study concluded that learning could be greatly enhanced by incorporating student choice through PBL. (Contains 27 references.) (SM)

ED 430 941 SP 038 523

Rennert-Ariev, Peter L.; Valli, Linda
A Framework for Identifying Consensus: Agreement and Disagreement among Teacher Education Reform Documents.
SPONS. AGENCY- Carnegie Corp. of New York, NY.; Department of Education, Washington, DC.
PUB DATE- 99
NOTE- 39p.; Paper presented at the Annual Meeting of Project 30 (Minneapolis, MN, November, 1998) and at the Annual Meeting of the American Association of Colleges for Teacher Education (Washington, DC, February 24-27, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; Educational Improvement; Elementary Secondary Education; Graduate Study; Higher Education; Knowledge Base for Teaching; Multicultural Education; Pedagogical Content Knowledge; Performance Based Assessment; *Preservice Teacher Education; Professional Development Schools; Teacher Collaboration; Teacher Competencies
IDENTIFIERS- Teacher Knowledge

This study offers a framework for identifying areas of agreement and disagreement across eight recent teacher education reform documents. Researchers analyzed each document in relation to the reform principles proposed by the National Commission on Teaching and America's Future (NCTAF). They developed a rubric to assess whether the documents expressed agreement or disagreement with the NCTAF principles and, if so, to determine the extent of the agreement/disagreement. The analysis indicated that, based on means and standard deviations, two principles elicited the strongest agreement: that teacher education programs should (1) include strong disciplinary preparation that incorporates an understanding of a discipline's core concepts, structure, and tools of inquiry as a foundation for subject matter pedagogy and (2) seek to develop multicultural competence in their students. The principle that teacher education programs should add an additional year or two of graduate-level preparation beyond the traditional 4-year undergraduate degree evoked the least amount of support. The paper considers these three variables for further discussion, and it examines one principle that had mid-range level of agreement (performance assessment). Finally, the paper offers suggestions for how future inquiry into teacher education reform can benefit from recognizing areas of agreement and disagreement across a common set of principles. Two appendixes present a rubric for assessing degree of consistency/inconsistency with NCTAF principles and recommendations for reform proposals. (Contains 16 references.) (SM)

ED 430 942 SP 038 525

Crowe, Alicia R.; Whitlock, Tracy W.
The Education of Teacher Educators: A Self-Study of the Professional Development of Two Doctoral Students in Teacher Education.
PUB DATE- 99

students tutoring younger students in their native languages. By utilizing peer tutoring, teachers can teach more effectively. Peer tutoring enables teachers to focus on new materials as peer tutors reinforce materials already covered and give help to students in need. A structured system of one-to-one tutoring can afford the benefits of one-to-one instruction for large numbers of students. Peer-tutoring programs are typically more cost effective than computer-assisted instruction, reduced class size, or extended school days in improving academic achievement. Peer tutoring has the potential to increase academic engagement. Barriers to the implementation and maintenance of effective peer tutoring programs include incomplete implementation, lack of adherence to protocols by teachers, lack of administrative support for teachers, and heavy teacher workloads. (SM)

ED 430 960 SP 038 544

Rogers, Curtis R.
Creating an Electronic Community of Teacher Educators in Richland County (SC) School District One To Support the Instructional Technology Teacher Education Curriculum.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Uses in Education; *Educational Technology; *Electronic Mail; Elementary Secondary Education; Higher Education; Preservice Teacher Education; *Teacher Educators; World Wide Web
IDENTIFIERS- Richland County School District 1 SC

This paper describes the development of an electronic community to support teachers educators in their instructional technology (IT) curriculum. Teacher educators were enthusiastic about the project, since the most important facet of IT teacher education was to integrate technology into the classroom. IT teacher educators understood the importance of e-mail communication in creating an electronic community so they could communicate regularly with each other and share course information. The teacher educators were given identical laptop computer systems to use in preparing for classes, presentations, and communicating with one another. The IT services division had a home page on the World Wide Web that gave an overview of the division and the various technology documents that supported the IT teacher education curriculum. The home page could serve as a single location for a clearinghouse of accepted activities for trainers to supplement the IT curriculum; an idea forum for IT teacher educators; individual module and course electronic community web-based discussion groups; and scheduled online meetings. This paper lists a series of goals, objectives, and activities that training coordinators could utilize to promote use of and centrally organize the electronic community. (SM)

ED 430 961 SP 038 546

Hativa, Nira; Barak, Rachel; Simhi, Etty
Expert University Teachers: Thinking, Knowledge and Practice Regarding Effective Teaching Behaviors.
PUB DATE- 99
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, April 19-23, 1999).

To Gather Information," discusses the process of gathering information, and chapter 4, "How To Formulate an Evaluation Plan," explains how to finish the focusing process by developing an evaluation plan. An appendix discusses techniques for working with groups. (Contains 3 tables, 7 figures, and 15 references.) (SLD)

ED 430 980 TM 028 827

Fitz-Gibbon, Carol Taylor; Morris, Lynn Lyons
How To Design a Program Evaluation. CSE Program Evaluation Kit, Volume 3. Second Edition.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 170p.; For volumes 1-9 of this kit, see TM 028 825-833. For the first edition, see ED 175 887-894.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Analysis of Variance; *Evaluation Methods; Evaluation Problems; *Experiments; Pretests Posttests; *Program Evaluation; *Research Design; Tables (Data)
IDENTIFIERS- Randomization; Time Series Design

The "CSE Program Evaluation Kit" is a series of nine books intended to assist people conducting program evaluations. This volume, the third in the kit, discusses the logic underlying the use of quantitative research designs, including the pretest-posttest design, and supplies step-by-step procedures for setting up and interpreting the results from experimental, quasi-experimental, and time series designs. Six designs, including some unorthodox designs, are discussed in detail. The book also includes instructions about how to construct nonrandom samples. The following chapters are included: (1) "An Introduction to Evaluation Design"; (2) "The Elements of Design"; (3) "Designs--An Overview"; (4) "Designs 1, 2, and 3: The Control Group Designs"; (5) "Designs 4 and 5: The Time Series Designs"; (6) "Design 6: The Before-and-After Design"; (7) "A More Complex Design: Analysis of Variance (ANOVA)"; and (8) "How To Randomize." (Contains 9 tables, 3 figures, numerous unnumbered illustrative figures, and 12 references.) (SLD)

ED 430 981 TM 028 828

Patton, Michael Quinn
How To Use Qualitative Methods in Evaluation. CSE Program Evaluation Kit, Volume 4. Second Edition.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 178p.; For volumes 1-9 of this kit, see TM 028 825-833. For the first edition, see ED 175 887-894.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Data Analysis; Data Collection; Decision Making; *Evaluation Methods; Field Studies; Interviews; *Program Evaluation; *Qualitative Research

DESCRIPTORS- *Beginning Teachers; *Competence; *Concurrent Validity; *Cutting Scores; Elementary Secondary Education; Principals; *Teacher Certification; *Teacher Evaluation; Teacher Qualifications
IDENTIFIERS- *Georgia Teacher Certification Testing Program; Praxis Series

The purpose of this study was three-fold. The first purpose was the investigation of the criterion-related validity of the Georgia Teacher Certification Test (TCT) and the Praxis II tests that are used in the teacher certification process in Georgia. The second purpose was to compare decisions based on the two tests. Finally, the effects of using recommended, rather than the adopted, cut-scores were examined. Participants were 2,326 beginning teachers in Georgia in the 1998 fiscal year and their principals. Beginning teachers and their principals completed questionnaires that elicited, on a four-point scale, how well prepared and ready for the classroom the teacher was during the first 9 weeks on the job. The mean ratings for overall readiness and content knowledge were used in the analyses. Beginning teachers were also classified as "ready" or "not ready" and "knowledgeable" or "not knowledgeable" by dichotomizing the rating scale. The analyses comprised one-sample and two-sample t-tests, binomial approximation to the normal distribution, and chi-squared tests of independence. Results provide favorable evidence of criterion-related validity for the two tests, but show no differences between the tests. Results also show that recommended cut-scores would have increased the number of false rejections rather than reducing the number of false acceptances. The results raise questions that require more in-depth examination. An appendix contains study data tables. (Contains 8 tables and 17 references.) (Author/SLD)

ED 431 001 TM 029 827

Wilson, Linda Dager; Blank, Rolf K.
Improving Mathematics Education Using Results from NAEP and TIMSS.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 99
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Achievement Gains; *Educational Improvement; Educational Policy; *Educational Practices; Elementary Secondary Education; Foreign Countries; International Studies; *Mathematics Achievement; *Mathematics Education; National Surveys; *Test Results
IDENTIFIERS- *National Assessment of Educational Progress; State Mathematics Assessments; *Third International Mathematics and Science Study

The findings of the National Assessment of Educational Progress (NAEP) and the Third International Mathematics and Science Study (TIMSS) are approached from the perspective of mathematics educators and education decision makers at state and local levels. Some key findings are highlighted to show problems and successes in mathematics teaching and learning, and some educational practices and policies that appear to improve student performance are identified. One half of the states improved student NAEP mathematics scores from 1990 to 1996. Students improved their performances in the algebra content areas and in geometry, and while they scored well on whole number computation and operations, they were weak in the area of number sense and estimation. Measurement is a

A Monte Carlo Simulation of an Omnibus Test Based on Normal Probability Plots: The Line Test.
PUB DATE- 99
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computation; *Computer Simulation; Monte Carlo Methods; *Probability; Sample Size; Statistical Distributions
IDENTIFIERS- *Omnibus Tests

This study was designed to derive the distribution of a test statistic based on normal probability plots. The first purpose was to provide an empirical derivation of the critical values for the Line Test (LT) with an extensive computer simulation. The goal was to develop a test that is sensitive to a wide range of alternative distributions, applicable to a wide range of sample sizes, and easy to compute. The second purpose was to determine the power of LT and compare it to that of several other test statistics. Monte Carlo simulation was used to generate the critical values of LT by randomly generating 500,000 replications from a normal distribution for sample sizes 10(1)100(25)1000(250)5000. For each replication, the value of LT was calculated. The empirical critical values were determined for each of three levels of significance for each sample size. These critical values were then "smoothed" using nonlinear regression techniques. The results indicate that LT provides adequate control over Type I errors while at the same time providing statistical power comparable to the Shapiro-Wilk test. Results also indicate that LT is easy to compute, is powerful for detecting departures from normality under a wide variety of alternative distributions, and is available for sample sizes up to 5,000. An appendix contains the Statistical Package for the Social Sciences syntax for computing the LT for a given data set. (Contains 2 figures, 10 tables, and 45 references.) (Author/SLD)

ED 431 023 TM 029 856

Fisher, Frank; Bruhn, Johannes; Graesel, Cornelia; Mandl, Heinz
Mapping-Enhanced Collaborative Knowledge Construction.
PUB DATE- 99
NOTE- 7p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; *Computer Assisted Instruction; *Concept Mapping; Constructivism (Learning); *Cooperative Learning; Education Majors; Foreign Countries; Higher Education; *Knowledge Representation; Prior Learning

A method to facilitate collaborative learning in complex learning environments was developed and evaluated. Sixteen college students of educational science were given the CoStructure-Tool, a task-specific computer-based tool developed on the basis of concept mapping techniques to support the processes of knowledge construction in collaborative learning. The tool includes concept cards for case information and cards for theoretical concepts, with a screen divided into empirical and theoretical planes. Sixteen other students collaborated without

DESCRIPTORS- *Academic Libraries; Access to Information; Case Studies; *Delivery Systems; *Distance Education; Educational Technology; Futures (of Society); Higher Education; Information Networks; Internet; Library Administration; Library Planning; Library Policy; *Library Role; *Library Services; Partnerships in Education; Public Colleges; Research Libraries; Technological Advancement; Trend Analysis; Universities; User Needs (Information)
IDENTIFIERS- Association of Research Libraries

This report explores the diverse ways that libraries are currently supporting distance learning, both in its traditional and newer Internet-based forms. Based on interviews with administrators and staff, the following "Reports from the Field" reflect developments in public institutions: "UNET (University of Maine System Network) Serves Maine's Distance Learners from a Central Agency"; "UMUC's (University of Maryland University College) Library Provides Comprehensive Support for Distance Learners"; "Western Governors University Breaks the Mold"; "University of Colorado, Colorado Springs Partners with Jones Intercable"; "University of South Florida-Tampa Serves Distance Learners Statewide"; "Central Connecticut State University Connects through Videotape"; "The University of Illinois Graduate Library School LEEPs into the Future"; "SUNY-Buffalo Addresses Distance Learning on Many Fronts"; "The University of Minnesota Library Prepares for Distance Learning"; and "The University of Iowa Plans To Serve the Underserved." The conclusion presents questions and suggestions for managers related to library policies, roles, and services for distance learning. Contact information for interviewees in provided, and a list of 26 selected resources for further study is included. (DLS)

ED 430 568   IR 057 238

Soete, George J.
Electronic Theses and Dissertations. Transforming Libraries Number 7.
PUB DATE- 98
NOTE- 40p.; "Transforming Libraries, Issues and Innovation in..." is a ten-item monographic series (no ISSN). "SPEC Kit" (Systems and Procedures Exchange Center) is a serial (ISSN-0160-3582).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Libraries; Access to Information; *Doctoral Dissertations; Electronic Libraries; *Electronic Publishing; Electronic Text; Futures (of Society); Higher Education; Information Dissemination; Intellectual Property; Library Role; *Masters Theses; Program Descriptions; Student Publications; Student Research; Technological Advancement
IDENTIFIERS- Web Sites

This report summarizes the current state of electronic theses and dissertations (ETDs). The introduction covers: an orientation to ETDs; the current situation; benefits of ETDs; key issues, including readiness, publication potential, intellectual property, orientation and training, standards, costs, access, archiving/preservation, and restrictions; and questions for planners. "Reports From the Field" focuses on current developments in the following institutions: Virginia Tech; West Virginia University; Cornell University (New York); Universite Laval (Quebec); College of William and Mary (Virginia); University of South Florida; University of Wisconsin; North Carolina State University; University of Texas; University of Toronto; Tri University Group (TUG), comprised of the

the 20 lessons in the guide cover topics such as finding a job, managing stress, maintaining health, parenting, and budgeting. All lessons are planned for 2 to 2.5 hours of class time, and most can be completed separately and in any order. Each lesson includes: (1) objectives; (2) instructional materials (activity worksheets, booklets, video tapes); (3) suggested time and sequence for presenting the lesson; (4) subject matter for background information and discussion; and (5) answers to activities and/or discussions. When used for self-study, this guide leads students through the logical progression of each lesson and all activity work sheets; other instructional materials and answers to activities and/or discussions are included. The guide also includes useful names, phone numbers, and addresses of services available to help with concerns regarding housing, emergency funds, medical attention, and other valuable community resources. (AS)

ED 430 588 JC 990 222

GCCCD Grapevine, 1996-1998.
PUB DATE- 96
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Administration; Cancer; Community Colleges; Death; Educational Change; Instructional Development; Leadership; *Newsletters; Organizational Objectives; Partnerships in Education; Teacher Retirement; Two Year Colleges
IDENTIFIERS- *Grossmont Cuyamaca Community College District CA

The Grossmont and Cuyamaca Community College Districts (GCCCD) Grapevine is a triannual newsletter free for retirees of the Colleges. Volume 6 of the bulletin includes the establishment of an on-line newsletter; self-sufficiency aims of a new district plan at Cuyamaca College; and a discussion of a dispute between GCCCD's chancellor and faculty regarding union labor charges. Volume 7 includes articles that discuss: Grossmont College's 35th; agreement between the faculty union and district representatives; and the retirement of GCCCD's chancellor. Volume 8 includes articles that discuss: information regarding retired faculty member's status and reidence; the success of the retiree banquet; and the new academic calendar. (AS)

ED 430 589 JC 990 251

High, Clennis F.
Measuring Success in Texas Urban Community Colleges: What Should the Indicators Be?
PUB DATE- 99
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Role; *Community Colleges; *Educational Objectives; Institutional Evaluation; *Performance Factors; *School Effectiveness; Student Attitudes; *Student Educational Objectives; Student Needs; Two Year Colleges; *Urban Education
IDENTIFIERS- *Performance Indicators; Texas

Due to their more diverse populations, urban colleges have different concerns than suburban and rural colleges, and they must provide programs and services specific to those concerns. The question arises as to whether urban college effectiveness can be measured with traditional indicators. The declining test

Year Colleges
IDENTIFIERS- *Saskatchewan Institute of Applied Sci and Techn

In the mid-1990s the Board of Directors at the Saskatchewan Institute of Applied Science and Technology (SIAST) fused four separate institutes and an administrative center to form a single postsecondary institute with a broad Provincial focus. From this experience, the Board of Directors formed a governance strategy of policy and procedure development described as "eclectic." This approach encourages outward vision, strategic leadership, group responsibilities, a clear distinction between Board and CEO role, and diversity in viewpoints of constructive dissent. In accordance, the Board Committees are structured to reflect a policy-oriented Board of Directors in which a structured business plan approach outlines how SIAST plans to achieve the goals of the Saskatchewan Training Strategy. The paper also advocates the development of governance practices grounded in experience and field research. It is asserted that in areas such as organizational governance, the process of reflection in action and the communication between directors as they study best practices is a professional development strategy with significant potential to assist current and future leadership in colleges. (SKF)

ED 430 609 JC 990 276

Sokugawa, Helen I.
Faculty Perceptions of Organizational Culture in Community Colleges.
PUB DATE- 96
NOTE- 197p.; Doctoral Dissertation, University of Hawaii.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041),Reports - Research/Technical (143)
DESCRIPTORS- College Environment; *Community Colleges; *Cultural Awareness; Cultural Pluralism; Institutional Mission; *Organizational Climate; *Teacher Attitudes; Two Year Colleges
IDENTIFIERS- Faculty Attitudes; *Organizational Culture

This study examines the factors influencing faculty perceptions of mission and organizational culture within community colleges. Using Cameron and Ettington's organizational culture typology, the investigation focused on how faculty in a single state system perceived different cultural types and mission in describing their particular campuses. The four culture type models explored were clan, adhocracy, hierarchy, and market. Individual demographics were also investigated to determine whether they affected perceptions about culture and mission. A survey instrument developed specifically for this study was sent to 660 full-time instructional faculty at seven community college campuses and yielded a return rate of 56 percent. A multiple discriminant analysis of faculty perceptions of culture types correctly placed 40 percent of faculty in their appropriate campuses, suggesting considerable agreement within campuses about their institution's cultures. The additions of variables such as institutional mission and academic or vocational affiliation added accuracy to a total of 54 percent. This accuracy in correctly classifying faculty suggests that culture, mission and disciplinary affiliation all contribute to the uniqueness of the campus. Conversely, the inability to classify 46 percent of faculty was likely due to shared cultural aspects among campuses (market outlook, college transfer mission). Implications and future research are discussed. The survey instrument and table of findings are appended. Contains 94 references. (Author/SKF) four-year institutions. A first-generation community college student attends a community college, and his or her parents have not obtained a college degree. Large waves of immigration have affected community colleges; many of these incoming students who enter the higher education system experience difficult cultural transitions. Upward mobility is the primary goal of most of these full-time first-generation college students. Academic and social challenges are often compounded for first-generation students because of family resistance to cultural and academic acclimation, which alienates these students from family support and financial resources. The struggle for first-generation students to transfer is intensified by the prevalence of poor academic preparation and low socioeconomic levels. First-generation students are often placed in vocational, technical, and/or remedial programs that impede their progress toward transfer. To increase the overall rate of transfer, enhanced counseling and advising services, as well as faculty advising, have been effective. At one college, enrollment of first generation students in Coordinated Studies Programs is also helpful in facilitating transfer. Clarification of current articulation agreements can ease the movement from two- to four-year colleges. As high-risk students, first-generation community college students require special attention, with strategies to work with that will facilitate transfer. Contains 15 references. (AS)

ED 430 628 JC 990 309

Characteristics and Outcomes of Financial Aid Students with a Focus on State Need Grant Recipients. Research Report No. 98-5.
PUB DATE- 98
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Community Colleges; Job Training; Outcomes of Education; State Aid; *Student Characteristics; *Student Educational Objectives; *Student Financial Aid; Student Needs; *Technical Institutes; *Two Year College Students; Two Year Colleges
IDENTIFIERS- *Washington Community and Technical Colleges

This report describes 42,000 students attending community and technical colleges in Washington in 1995-96 who received need-based aid, including 29,000 aided students who received a state need grant. The need grant is intended to supplement other need based aid programs. The report compares student characteristics and student outcomes for non-aided and aided students including the need grant subset. Findings indicate that: (1) two of three aided students were the first in their family to attend college, with the typical student being an older, female, single parent and welfare recipient; (2) federal and state grants received by aided students met less than one-third of their estimated $8,955 in expenses (the need grant portion, $1,270 per award, met about 14 percent of need; (3) three-quarters of aided students were independent, meaning at least 24 years of age or otherwise not financially supported by parents; further, these students were 70% female and single parents; (4) dependent students comprised one-quarter of aided students and 18% of need grant students; (5) the main reason independent students attended college was for job training, while dependent students attended primarily for academic transfer; (6) a higher percentage of aided students earned vocational certificates and degrees than did non-aided students leaving vocational programs in 1995-96; (7) aided students

Community Colleges; *Institutional Evaluation; *Instructional Development; *Participant Satisfaction; Student Attitudes; Student Surveys; Two Year college Students; Two Year Colleges
IDENTIFIERS- *Johnson County Community College KS

The Fall 1998 Student/Auxiliary Services User Evaluation for Johnson County Community College (JCCC) in Kansas was expanded to include information about service learning, vending services, services not included in the biennial evaluation, and answers to questions of topical interest submitted by managers of ten student/auxiliary services. A total of 447 surveys were returned from the sample of 50 classes selected to generally represent career/transfer, day/evening, and freshman/sophomore classes at JCCC. Included are respondent profiles, student/auxiliary services evaluation, ratings of JCCC features, and current issues regarding registration and attendance. Findings indicate that: (1) almost 90% of the respondents rate JCCC as excellent or good; (2) Food Service and the Library are the most frequently used Student and Auxiliary Services; (3) At least 60% of responding service users rate each of the ten services as excellent or good; (4) the major weakness in rated services is waiting in line, while the major strength is friendly and helpful staff; (3) 57% of respondents prefer in-person registration (indicating 62% satisfaction), while 23% use touch tone phone service, and 20% register via the Internet/World Wide Web (indicating 84% satisfaction); and (5) although service learning opportunities are rarely utilized among JCCC students surveyed, those who have participated generally have a favorable attitude toward service learning, citing personal satisfaction and the ability to make a difference in people's lives as its main benefits. Appendices contain tabled survey results and the survey instrument. (AS)

ED 430 648 JC 990 335

Weglarz, Shirley
Survey of Fall 1996 Non-enrolling Applicants.
PUB DATE- 97
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Admission; Community Colleges; *Enrollment Influences; *Enrollment Management; Motivation; Questionnaires; *School Choice; Student Recruitment; Student School Relationship; Student Surveys; Tables (Data); Two Year College Students; Two Year Colleges
IDENTIFIERS- *Johnson County Community College KS

As part of Johnson County Community College's (JCCC) enrollment management efforts, a questionnaire was designed to gather information about why applicants do not enroll at the college. Survey instruments were mailed to 1,129 potential students in December 1996, resulting in 218 completed surveys. Results are presented for the following areas: (1) reasons for not enrolling; (2) financial concerns; (3) financial aid; (4) student services; (5) assessment and enrollment; (6) educational objectives; and (7) respondent profile. The main reasons cited for not enrolling are: financial concerns (23%), decision to attend another school (13%), work schedule conflicts (10%), too many other commitments or responsibilities (8%), and frustration with the enrollment process (6%). Fifty-three percent of respondents indicated that financial concerns video, and reproducible hand-outs for parents and for children to use at home. (HTH)

ED 430 665 PS 026 784

Taking Charge of Me: Emotional IQ. Videotape with Teacher's Guide .
PUB DATE- 97
NOTE- 0p.; Videotape not available from ERIC.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- Behavior Development; *Classroom Techniques; *Emotional Development; *Interpersonal Competence; *Middle School Students; Middle Schools; Teaching Guides
IDENTIFIERS- *Emotional Intelligence

Emotional skills are an important prerequisite to academic success and to peer relationships. Noting that emotional competence can be taught and internalized by students, and that middle school students are at a developmental crossroads at which such learning might be critical, this videotape and teaching guide comprise a program for helping students understand the nature of emotional intelligence. The program provides opportunities for students to increase their emotional IQ and broaden the scope and depth of their social development by using the new social skills. Following an introduction reviewing the concept of emotional intelligence and learning objectives, the teaching guide summarizes the program video and presents questions for discussion after viewing the video. Suggested activities and role play guidelines are then detailed, followed by teacher and student versions of an Emotional IQ Quiz. An 18-item bibliography and a script of the video conclude the teaching guide. The 26-minute video follows a group of middle schoolers as they encounter a series of difficult, frustrating situations and learn to handle them through a repertory of emotionally healthy responses. The video: (1) shows how self-awareness helps in managing anger and impulsive behavior; (2) emphasizes the value of maintaining a positive outlook and being persistent; (3) examines the importance of and techniques for working cooperatively with others; and (4) offers tips for handling social anxiety. (HTH)

ED 430 666 PS 026 819

Christesen, Barbara
Learning about Honesty, Grades K-2. Videotape with Teacher's Guide.
PUB DATE- 98
NOTE- 0p.; Videotape not available from ERIC.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- Classroom Techniques; Elementary School Curriculum; Elementary School Students; *Honesty; Primary Education; Values; *Values Education

This teaching guide and video comprise a program intended to help young children begin to understand how to tell the difference between right and wrong, and decided what is the honest thing to do in a puzzling situation. The first half of the guide presents an overview of the "Learning about Honesty" program,

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Change Strategies; Computer Software Selection; *Computer Uses in Education; *Educational Technology; Preschool Teachers; *Sex Bias; *Sex Differences; Teacher Attitudes; Teacher Student Relationship; *Young Children

This paper focuses on the discrepancy in the access and use of computers by girls and boys in early childhood classrooms. It is argued that this difference can be attributed to gender biased classroom practices, lack of female role models, and the unavailability of bias-free software programs. The paper: discusses existing forms of gender bias; emphasizes the importance of providing boys and girls equal opportunities in computer use; suggests ways to increase teachers' awareness of the sex role stereotyping and gender-biased use of computers, and recommends strategies to deal with those biases; and provides criteria in the selection of bias-free software programs. Contains 30 references. (KB)

ED 430 686 PS 027 616

Piecyk, Jessica Brickman; Collins, Ann; Kreader, J. Lee
Patterns and Growth of Child Care Voucher Use by Families Connected to Cash Assistance in Illinois and Maryland. A Report of the NCCP Child Care Research Partnership, No. 2.
SPONS. AGENCY- Ford Foundation, New York, NY.; Carnegie Corp. of New York, NY.
PUB DATE- 99
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Children; *Day Care; Day Care Centers; Family Day Care; Family Financial Resources; *Financial Support; Infant Care; School Age Day Care; Social Services; *Welfare Recipients
IDENTIFIERS- Day Care Selection; Illinois; Maryland; *Subsidized Child Care Services

This report examines the use of child care vouchers in January 1998 by Illinois and Maryland families who were current or former recipients of cash assistance; also examined are changes between January 1997 and January 1998 in voucher use by children who were ever connected to cash assistance. Information was obtained through administrative data from state subsidy systems and from child care research and referral agencies/networks. The key findings of this report include the following: (1) care by relatives and in-home care were the most common types in Illinois, and center care and family child care were the most common types in Maryland; (2) patterns of care used by families previously on cash assistance were similar to the patterns for families currently on cash assistance; (3) about one quarter of children using vouchers were infants/toddlers, one third were preschoolers, and two fifths were school-age children; (4) families with three or more children were more likely to use relative and in-home care than other types; (5) the most commonly used care varied by the age of the child; (6) numbers of former Temporary Assistance for Needy Families (TANF) children using vouchers grew significantly between 1997 and 1998, while numbers of current TANF children using vouchers remained steady; (7) about half the children using vouchers in January 1997 did not use them one year later; and (8) the largest growth in children using vouchers was in the school-age 10- to 12-year-old population, to receive preschool treatment. Playground improvement grants did result in improved playground safety. Also noted was increased collaboration among individuals and agencies involved with young children and families. An appendix contains a list of reports from the Smart Start evaluation team. (KB)

ED 430 705 PS 027 654

Campbell, Jessica J.; Frabutt, James M.
Familial Antecedents of Children's Overt and Relational Aggression.
PUB DATE- 99
NOTE- 17p.; Poster presented at the Biennial Meeting of the Society for Research in Child Development (Albuquerque, NM, April 15-18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescent Attitudes; *Aggression; *Early Adolescents; Family Relationship; Middle School Students; Middle Schools; Models; *Mothers; *Parent Child Relationship; Peer Relationship; Predictor Variables; Sex Differences
IDENTIFIERS- Adolescent Behavior; *Disciplinary Styles; Mediating Factors; Parenting Styles

This study examined associations between mothers' interaction styles and disciplinary strategies, and children's relational and overt forms of aggression; considered sex differences in these associations; evaluated the contributions and interplay of mothers' interaction styles and disciplinary strategies, and children's aggression; and examined these connections during the transition into middle school. Participating were 140 European- and African-American married, working-class mothers and their sixth-grade children in North Carolina. Data were obtained through questionnaires completed separately by mothers and adolescents, videotapes of dyads during an interaction task in a laboratory setting at the beginning of the school year, and questionnaires regarding peer aggression completed by teachers at the end of the school year. Findings indicated that boys were more overtly aggressive than girls, and girls were more relationally aggressive than boys. Patterns of correlations between parenting variables and relational aggression were highly similar for boys and girls. Associations between parenting and overt aggression were different for boys and girls, and associations were much stronger for boys than girls. There were four models for which mothers' interaction styles and disciplinary strategies were significantly associated with boys' aggression, but no such models were identified for girls' aggression. Multiple regression analyses suggested that only mothers' interaction styles accounted for a significant portion of variance in boys' overt aggression. There was no evidence that mothers' disciplinary strategies mediated this association; however, mothers' negative interaction styles moderated the effect of child reports of harsh discipline on boys' overt aggression. (KB)

ED 430 706 PS 027 655

Narayan, Uma, Ed.; Bartkowiak, Julia J., Ed.
Having and Raising Children: Unconventional Families, Hard Choices, and the Social Good.
PUB DATE- 99
NOTE- 218p.
LANGUAGE- English

national and state profiles. National profiles include information on child health and social and economic characteristics; juvenile justice; family risk index; and trends for indicators. State rankings are provided for indicators. Three appendices provide standard scores and multi-year trend data and national composite ranks. Definitions, data sources, and criteria for selecting indicators are included. (KB)

ED 430 724 PS 027 676

Burton, Alice; Whitebook, Marcy
Child Care Staff Compensation Guidelines for California 1998.
SPONS. AGENCY- California State Dept. of Education, Sacramento.; David and Lucile Packard Foundation, Los Altos, CA.
PUB DATE- 98
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Child Caregivers; *Compensation (Remuneration); *Day Care; Early Childhood Education; Fringe Benefits; Guidelines; Salaries; Wages
IDENTIFIERS- California

Noting a growing consensus that inadequate compensation contributes to turnover among child care teachers and providers, and undermines the quality of services available to children through the state of California, this report presents compensation guidelines developed as a means for Title 5 child care centers and others in California to assess their staff compensation packages. Following an executive summary, the report details the reasons for developing compensation guidelines, outlines the history of compensation initiatives in California, and delineates guiding principles for the development of the guidelines. The report also presents the Child Development Permit Matrix, a career ladder for teachers and administrators in Title 5 programs, articulating the minimal and alternative educational and training requirements for the array of positions within a child care center, and providing the foundation for the salary guidelines. The Self-Sufficiency Standard details self-sufficiency wages for a range of family sizes and compositions for each county in California. The report then explains the structure of the compensation guidelines, details challenges and resources for implementing the guidelines, describes initiatives for gaining statewide support for the guidelines, and discusses ways to adapt the guidelines for individual communities. The report's six appendices include information on creating and revising salary schedules, model benefits for teaching staff in center-based child care, and a worksheet for assessing program salaries and goals. (KB)

ED 430 725 PS 027 677

Promoting Primary Education for Girls in Pakistan. CDIE Impact Evaluation.
PUB DATE- 99
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

scholar, it is argued that the racial/ethnic factor seems to interact with another pervasive source of division among scholars: the tension between doing research for research's sake and the more applied aspect of academics. This brings into play larger questions about political commitment, partisanship, and advocacy, as well as the relative merits of researcher objectivity and "scientific detachment" versus the empathic understanding of the participant observer. Data from the Carnegie National Faculty Survey (1984) and the National Latino Faculty Survey (1987) are used to compare the views of Latino and non-Hispanic faculty on scholarship and university life and to present the perceptions of Chicano and Puerto Rican faculty on how Latino group-based research is rated in academe. The concluding section discusses the paucity and limitations of existing research on Chicano faculty and the ethnic/racial cleavages in academe. Contains 28 references. (SV)

ED 430 743   RC 021 865

Organista, Kurt C.
Culturally Competent HIV Prevention with Mexican/Chicano Farmworkers. JSRI Occasional Paper No. 47. Latino Studies Series.
PUB DATE- 98
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; At Risk Persons; Cultural Influences; *Culturally Relevant Education; Health Education; Hispanic American Culture; *Mexican Americans; Mexicans; *Migrant Workers; *Prevention; Sex Role; Sexuality; Social Attitudes
IDENTIFIERS- *Chicanos; *Condoms

This paper reviews the research on HIV risk, attitudes, knowledge, and behavior for Mexican/Chicano farmworkers and discusses culturally relevant prevention strategies. Following sociodemographic and HIV risk profiles for Mexican farmworkers, the major HIV exposure categories for farmworkers are discussed: prostitution, sex between men, needle sharing, and wives and female partners of men who engage in these behaviors. Farmworker knowledge and misconceptions about HIV transmission and condom use are examined. The results of large surveys concerning condom use are reported. Three behaviors--using condoms with occasional sex partners, using condoms with regular sex partners, and carrying condoms--were all predicted by social norms and perceived AIDS vulnerability. However, the addition of "condom efficacy" (the ability to negotiate condom use in challenging situations) as a predictor variable greatly reduced the effects of social norms. Aspects of culturally competent HIV research and implications for future HIV research with Mexican farmworkers are discussed. Implications for HIV prevention services for Mexican farmworkers are suggested, including general recommendations and suggestions for male-focused and female-focused interventions. Contains 32 references. (SV)

ED 430 744   RC 021 881

Noseworthy, Randy P.
The School Car: Bringing the Three R's to Newfoundland's Remote Railway Settlements (1936-1942).
PUB DATE- 97

Tennessee, Virginia, and West Virginia), Appalachia Educational Laboratory staff designed the Quest project. Based upon principles of inquiry, collaboration, and action research, Quest supports and investigates ongoing school improvement efforts through rallies, summer symposia, a Scholars program, visits to participating schools, communication via listserv and mailings, and the creation of a Quest network of schools. This report describes and assesses the first Scholars colloquium, held July 16-18, 1998, in Charleston, West Virginia. Eleven Quest members participated, including teachers, administrators, and others from elementary, middle, and high schools. Evaluation data were generated by evaluator and intern participant observation, unstructured interviews, daily feedback forms, and Scholar assessment of the Quest project as a whole. Many colloquium goals were met, especially those concerned with collaboration and connection among participants. Scholars and Quest staff began to plan network activities and products. Many indicated their interest in coauthoring articles and conference presentations with project staff. Project recommendations included ensuring that contributions of noneducators were not devalued, responding to Scholars' suggestions for improving Quest, confirming that participants understand the purposes and procedures for project activities, and using Scholars' conceptualizations of Quest to enhance project development. Appendices present the Quest framework for continuous improvement, daily feedback forms, the final evaluation form, and the evaluation standards checklist. Contains 22 references. (Author/TD)

ED 430 761 RC 021 992

Howley-Rowe, Caitlin
Evaluation of Quest Summer Symposium, August 1998.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change Strategies; Collegiality; Conferences; *Educational Change; Elementary Secondary Education; *Networks; *Professional Development; Program Evaluation; Student Evaluation; Summer Programs

As part of its contract to develop a framework for continuous school improvement in its four-state region (Kentucky, Tennessee, Virginia, and West Virginia), Appalachia Educational Laboratory staff designed the Quest project. Based upon principles of inquiry, collaboration, and action research, Quest supports and investigates ongoing school improvement efforts through rallies, summer symposia, a Scholars program, visits to participating schools, communication via listserv and mailings, and the creation of a Quest network of schools. This report describes and assesses the first summer symposium, held in Gatlinburg, Tennessee, on August 10-11, 1998. Participants included 73 students, teachers, parents, staff, and administrators from 11 schools, 4 school districts, 2 universities, and the Kentucky State Department of Education. The symposium was more like conventional professional development activities than other Quest events, offering sessions on senior projects, creating and using rubrics to assess student work, project-based learning, student writing portfolios, Microsociety, and a process called Interview Design. Evaluation data were generated by evaluator participant

Education, Vol. 2 (20th, Raleigh, NC, October 31-November 3, 1998).
PUB DATE- 99
NOTE- 441p.; For Volume 1, see SE 061 959.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Algebra; Cultural Influences; Educational Assessment; *Educational Psychology; Educational Research; Educational Technology; Elementary Secondary Education; Epistemology; Functions (Mathematics); Geometry; Higher Education; Knowledge Base for Teaching; *Mathematics Education; Number Concepts; Problem Solving; Sex Differences; Social Influences; Statistics; Teacher Education; Thinking Skills

This conference proceedings contains three plenary session reports, 12 working group and 79 research reports, 35 short oral reports, 60 poster session reports, and two discussion group reports. Major papers (excluding "short orals" and "posters") include: (1) "Semantical Obstacles in Mathematics Understanding" (Carlos Arteaga and Manuel Santos); (2) "Mathematical Beliefs and Conceptions of College Algebra Students" (Victor V. Cifarelli and Tracy Goodson-Espy); (3) "Mathematical Intimacy: Local Affect in Powerful Problem Solvers" (Valerie A. DeBellis); (4) "A Modeling Approach to Non-Routine Problem Situations" (Helen M. Doerr); (5) "Posing Questions or Reformulation of Problems as an Activity to Perceive the Structure of Mathematical Problems" (Juan Estrada); (6) "An Analysis of Mathematics Problems in Middle School Textbooks" (Yeping Li); (7) "Recognizing Isomorphism and Building Proof: Revisiting Earlier Ideas" (Ethel M. Muter and Carolyn A. Maher); (8) "Students' Strategies for Searching the Instantaneous Flow in a Graphical Representation of Time versus Volume" (Rodolfo Oliveros); (9) "An Investigation of the Ability to Process and Comprehend Text on Student Success in Solving Algebraic Word Problems" (David K. Pugalee); (10) "Variables Influencing the Effectiveness of Small-Group Work: A Year Long Study of Collaborative Math Problem Solving in Two Fourth-Grade Classrooms" (Rose Sinicrope, Marion A. Eppler, Marsha Ironsmith); (11) "Creating the Conditions for Conceptual Change" (Judy Clark and Joan D. Lukas); (12) "Assessing Students' Attitudes toward Mathematics from a Multilevel Perspective" (George Frempong); (13) "Studying the Impact of Reformed Mathematics Curricula" (Mary C. Shafer and Norman Web); (14) "Connecting Students' Everyday Mathematics and School Mathematics" (Marta Civil, Melanie Ayers, Jose David Fonseca, and Leslie Kahn); (15) "A Vygotskian Action-Research Model for Developing and Assessing Conceptual Models and Instructional Materials Inter-Actively" (Karen C. Fuson, Bruce Sherin, and Steven T. Smith); (16) "Relating Equity to Classrooms Which Promote Understanding: Identifying Relevant Issues" (Lynn Liao Hodge); (17) "The Power of One in a Mathematics Classroom: Lisa and Divisibility by Four" (Kathy M.C. Ivey); (18) "Students' Use of Function Ideas in Everyday Activities" (Joanna O. Masingila and Helen M. Doer); (19) "Mathematics Power: Developing the Potential to Do Work" (Rodney E. McNair); (20) "Using the Metaphor of Voice to Investigate the Mathematical Experiences of African American Students" (Vivian R. Moody and Patricia S. Moyer); (21) "The Impact of a Secondary Preservice Teacher's Beliefs about Mathematics on Her Teaching Practice" (Babette M. Benken and Melvin (Skip) Wilson); (22) "Implementing Mathematics Reform: A Look at Four Veteran Mathematics Teachers" (M. Lynn Breyfogle and Laura R. Van Zoest); (23) "Reflections about Listening and Dialogue as Evidence of Teacher Change" (George W. Bright,

PUB DATE- 99
NOTE- 15p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (Boston, MA, March 28-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Chinese Culture; Elementary Secondary Education; Environmental Education; Foreign Countries; Non Western Civilization; Philosophy; *Reflective Teaching; *Science Curriculum; *Science Education; *Taoism
IDENTIFIERS- *Postmodernism

As one of the major schools of thought in ancient China, Taoism centers on the concept of "Tao", the Way, which has two distinct characteristics: (1) Tao itself can be deemed as a final "reality" that is equivalent to the ontology of the Universe; and (2) Tao itself cannot be defined directly by human language. Taoism posits a holistically cosmological view on the universe as an organic Whole and illuminates that there is always a tendency to establish a dynamic balance within the Universe. Based on these characteristics and the belief that, to a certain degree, relationships exist between Taoism, modern science, and the contemporary environmental crisis, this paper attempts to render a number of implications for science education including: (1) providing a philosophical ground to loosen the tension resulting from current arguments on science education research in the postmodern era; (2) setting an alternative possibility for developing science curricula; and (3) serving as a practical ideology for self-reflection on science teaching. (Contains 22 references.) (Author/NB)

ED 430 797 SE 062 579

Critical Issues in K-12 Environmental Education.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 98
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Development; Educational Change; Educational Improvement; Elementary Secondary Education; *Environmental Education; Equal Education; Science Instruction; Teaching Methods
IDENTIFIERS- Environmental Education Centers; Environmental Protection Agency; Morgan State University MD

This document reviews the critical issues in K-12 environmental education discussed at the Environmental Protection Agency (EPA)/Morgan State University summer institute for kindergarten through grade 12 educators. Areas reviewed included curriculum, employment opportunities and career awareness, environmental equity, professional development, and transferability. Participants were assigned to small working groups of six to eight teachers with one group facilitator. Each group concentrated on one category. Methods used included brain storming and affinity diagraming to develop critical issues for each category. Each group gave a brief presentation of their topic to the other participants at the end. (CCM)

ED 430 798 SE 062 580

South Dakota Mathematics Content Standards.

Hazardous Waste; (13) EnviroScape-Landfill (Surface); (14) EnviroScape-Riparian Add-on; (15) EnviroScape-Wetlands; (16) Wetlands-In-A-Bottle; (17) Wetlands-In-A-Pan; (18) Instant Snowstorm; (19) Weather Demonstration (Tornadoes, Lightning, Thunderstorms, Flooding); (20) 21st Century (Working Reservoir); (21) Water Witch (Water Use, Recycling and Reuse, Water Conservation); (22) Hydro-Explorer (Computer Game--Household Pollution); (23) No-KNOW (Board Game--Surface Pollution); (24) SPLASH (Computer Game--Surface Pollution); (25) Blue Lagoon (Discussion/Participation re: Water Management); (26) Pass-The-Jug (Water Rights and Allocation); (27) Hydraulic Research Laboratory Tours; (28) Storm Drain/Curb Stenciling Program; (29) Classroom Visits; (30) Partnership School Program; (31) Teacher Training Interactive Learning Model and Display Loan Program; (32) Water Festivals; and (33) Special Events (i.e. State Fairs). (CCM)

ED 430 822 SE 062 625

Windows on the Wild: Biodiversity Basics. An Educator's Guide to Exploring the Web of Life and Student Book.
SPONS. AGENCY- Eastman Kodak Co., Rochester, NY.
PUB DATE- 99
NOTE- 738p.
LANGUAGE- English
EDRS Price- MF04/PC30 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biology; Botany; Conservation Education; *Ecology; Elementary Secondary Education; *Environmental Education; Physical Environment; *Science Activities; *Science and Society; Science Instruction; Teaching Guides; Water; *Wildlife; Zoology
IDENTIFIERS- *Biological Diversity

This guide is designed to provide ideas on how to integrate biodiversity into teaching at many levels in both formal and informal settings. These curriculum materials are part of the World Wildlife Fund's (WWF) environmental education program called Windows on the Wild (WOW). WOW incorporates current data from projects around the world and draws on information from many organizations, agencies, businesses, and individuals whose work is directed at maintaining and enhancing Earth's biodiversity. Activities are grouped into four chapters: (1) What Is Biodiversity? (12 activities); (2) Why Is Biodiversity Important? (7 activities); (3) What's the Status of Biodiversity? (8 activities); and (4) How Can We Protect Biodiversity? (6 activities). The resources in this guide can be used to build a unit, course, or a year-long, interdisciplinary program. A supplemental student guide is also included. (WRM)

ED 430 823 SE 062 629

Ohio EE 2000: A Strategic Plan for Environmental Education in Ohio.
SPONS. AGENCY- Environmental Protection Agency, Washington, DC.
PUB DATE- 99
NOTE- 34p.; The Science and Mathematics Network, Columbus, Ohio, and the Ohio Alliances for the Environment also participated in the development of this plan.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

library research. Part 3 contains six units for students in grade 5, and examines the United States after the Civil War to the present. Emphasis is placed on research and nonfiction sources of information. Each unit is comprised of the content to be covered, a teacher's rationale, a table of contents, and detailed lessons and activities. (LB)

ED 430 842 SO 029 665

Crossroads: A K-16 American History Curriculum. The Middle School Curriculum. Part Three.
SPONS. AGENCY- Fund for the Improvement and Reform of Schools and Teaching (ED/OERI), Washington, DC.
PUB DATE- 95
NOTE- 449p.; For other documents in the Crossroads series, see SO 029 662-667.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- European History; *History Instruction; Holidays; *Language Arts; Library Research; Literary Devices; Middle Schools; Social Studies; *United States History

This U.S. history curriculum guide, based upon historical essays written by Richard B. Bernstein, is intended for students in grades 7 and 8, and is the keystone of the 'Crossroads' project. The guide introduces students to the chronological structure of U.S. history and to the eight overarching themes of U.S. history as defined by the 'Crossroads' curriculum. The curriculum enables students to orient themselves within the chronological structure and to think about the past as historians do. The guide is divided into twelve units: (1) "A World of Their Own: The Americas to 1500"; (2) "Contact: Europe and America Meet, 1492-1620"; (3) "The Founding of New Societies, 1607-1763"; (4) "What Was the American Revolution? 1760-1836"; (5) "The Ambiguous Democracy, 1800-1848"; (6) "'Now We Are Engaged in a Great Civil War,' 1848-1880"; (7) "'What, Then, Is This American?' 1865-1900"; (8) "Waves of Reform, 1880-1921"; (9) "Boom and Bust, 1921-1933"; (10) "The Age of Franklin D. Roosevelt, 1933-1945"; (11) "Leader of the Free World, 1945-1975"; and (12) "A Nation in Quandary, 1975--." Each unit is comprised of the content to be covered, a teacher's rationale, a table of contents, and detailed lessons and activities. (LB)

ED 430 843 SO 029 666

Crossroads: A K-16 American History Curriculum. The High School Curriculum. Part Four.
SPONS. AGENCY- Fund for the Improvement and Reform of Schools and Teaching (ED/OERI), Washington, DC.
PUB DATE- 95
NOTE- 183p.; For other documents in the Crossroads series, see SO 029 662-667.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- European History; High Schools; *History Instruction; *Language Arts; Library Research; Literary Devices; Social Studies; *United States History

This U.S. history curriculum guide, based upon the historical essays written by Richard B. Bernstein, is intended for students in grades 9 - 12 and refines and extends the specific topics. (BT)

ED 430 862 SO 029 780

Sturman, Andrew
Social Justice in Education. Australian Education Review No. 40.
PUB DATE- 97
NOTE- 153p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Educational Policy; Educational Practices; Elementary Secondary Education; *Equal Education; Foreign Countries; Literature Reviews; *Outcomes of Education; *Public Schools
IDENTIFIERS- *Australia; *Social Justice

This comprehensive review of literature on social justice provides a thorough conceptual and theoretical overview of social justice and its origins. A review of policies and programs and their underlying rationale is discussed, educational funding policies are examined, a discussion of research (indicating the current educational experiences of students in Australia) is presented, and alternative strategies for greater equity in outcomes from education is outlined. The first four chapters integrate and describe what other writers have said about social justice. The last chapter ties the major themes in the book together to provide a reconceptualization of social justice and a consideration of some possible strategies for greater equity in outcomes from education. Chapter titles are: (1) "Conceptualising Social Justice"; (2) "Social Justice Policies and Education"; (3) "Social Justice and Education Experiences"; (4) "Social Justice and Educational Risk"; and (5) "Summary and Conclusions: Reconceptualising Social Justice." Contains extensive references. (BT)

ED 430 863 SO 029 815

Haines, B. Joan E.; Gerber, Linda L.
Leading Young Children to Music. Fifth Edition.
PUB DATE- 96
NOTE- 297p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Early Childhood Education; Integrated Activities; *Music; *Music Activities; *Music Education; Physical Activities; *Singing; Songs

This manual is designed for music and classroom teachers of children from infancy to age eight. All musical experiences lead to learning, from the simplest rhythmic experiences of being rocked to sleep to the more sophisticated challenge of playing one rhythmic pattern while singing another. When musical experiences are related to the developmental continuum, learning is acquired without difficulty. As concepts are internalized and integrated by the child, the child's ability to interpret and create is extended. The most important areas of musical learning are rhythm, melody, harmony, timbre, dynamics, form, and mood. This manual includes lyrics, sheet music, student activities, examples of incidental and planned teaching, information about how to accompany children's singing, musical notation, sources and resources, a glossary, and three indexes arranged by subject matter, songs, chants and visual arts; (3) to know and apply visual arts materials, tools, techniques, and processes; (4) to relate the visual arts to various historical and cultural traditions; and (5) to analyze and evaluate the characteristics, merits, and meaning of works of art. Each standard presents a rationale and lists specific educational objectives for grades K-4, grades 5-8, and grades 9-12. The guide also contains a glossary of terms. (BT)

ED 430 884   SO 030 610

Colorado Model Content Standards: Music.
PUB DATE- 97
NOTE- 17p.; For additional Colorado Model Content Standards, see SO 030 607-609.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Elementary Secondary Education; *Music; *Music Education; *Public Schools; *State Standards; Student Development; Student Educational Objectives
IDENTIFIERS- *Colorado; Learning Across the Curriculum

These Colorado state music content standards are based on the idea that music education benefits students by developing them fully and gradually building music literacy while cultivating intuition, reasoning, imagination, and dexterity into unique forms of expression and communication. The guide suggests that standards provide a substantive framework for those who teach music to young people. Music standards speak powerfully to two fundamental issues that pervade all of education: quality and accountability. The five content standards in music presented in the guide are that students: (1) sing or play on instruments a varied repertoire of music, alone or with others; (2) read and notate music; (3) create music; (4) listen to, analyze, evaluate, and describe music; and (5) relate music to various historical and cultural traditions. Each standard presents a rationale and lists specific educational objectives for grades K-4, grades 5-8, and grades 9-12. The guide also contains a glossary of terms. (BT)

ED 430 885   SO 030 614

Skills-Based Scope and Sequence Guide: Social Studies Grades K-6. Target Skills & Sample Assessment Methods.
PUB DATE- 97
NOTE- 211p.; For additional Idaho Scope and Sequence Guides, see SO 030 615-616.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Curriculum Development; Economics; Elementary Education; *Evaluation Methods; Geography; History; Learning Strategies; Public Schools; *Skill Development; *Social Studies; State Curriculum Guides; *State Standards; Student Educational Objectives
IDENTIFIERS- *Idaho; Scope and Sequence

This guide is organized around a list of social studies skills that all students in Idaho should know and be able to do according to each grade level from kindergarten through sixth

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beliefs; Case Studies; College Students; *Consciousness Raising; Critical Thinking; *Cultural Differences; Educational Research; Higher Education; Interpersonal Communication; *Student Attitudes; Teacher Education
IDENTIFIERS- Student Led Activities

A study explored the perceptions and beliefs of education students regarding identity and diversity. The purpose of the study entailed raising consciousness among white, middle class, conservative students through critical reading, critical listening, debate, cultural analysis, and community service. Students shared their written and oral reactions to selected readings, guest speakers, and performances. Exploring beliefs, conflicting viewpoints, and concerns enabled students to identify personal influences and filters, acknowledge alternatives, and activate change. Confronting racial, class, and gender issues allowed for frank discussion of relevant issues, student-driven course content, and student responsibility for the depth of inquiry, the exchange of ideas, and social agency. Joint and individual culminating projects heightened student synthesis of insights gleaned throughout the semester. Contains 20 references. (Author/BT)

ED 430 905 SO 030 988

Muller, Anne, Ed.
Education: A Right or a Privilege? Student Journalists Report on the Right to Education Worldwide.
PUB DATE- 99
NOTE- 29p.; April 1999 winning submissions of the 1998 International Journalism Contest on the Right to Education.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
DESCRIPTORS- *Access to Education; Developing Nations; Educational Equity (Finance); Educational Finance; *Educational Opportunities; *Equal Education; Foreign Countries; Literacy
IDENTIFIERS- India; Kenya; Mexico; Russia; Uganda

On the occasion of the 50th anniversary of the Universal Declaration of Human Rights in 1998, students in more than 400 schools of journalism around the world were invited to write articles or take photographs that illustrate the right to education. This magazine features the 18 winning articles and photographs that provide a vivid picture of the wide gap between the right to education and the reality. The articles report on the educational needs and aspirations of slum dwellers in Uganda, on the deplorable conditions of state schools in the post-perestroika Russian Federation, on the battle against illiteracy in India, on the consequences of cost-sharing policies in Kenya, and on the harsh realities of street children in Mexico. Each article contains a table of information about the individual country, including geographical placement, population, life expectancy, population growth rate, Gross National Product (GNP) per capita, illiteracy rate, public expenditure on education, and the amount of geographical area in kilometers. (LB/Author)

ED 430 906 SO 030 990

Ashwill, Mark A., Ed.
The Educational System in Germany: Case Study Findings.
PUB DATE- 99

Tom, Alan R.
Bigger Isn't Always Better, and Small Can Be Very Beautiful.
PUB DATE- 99
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Alternative Teacher Certification; Elementary Secondary Education; Higher Education; *Preservice Teacher Education; Program Development; *Small Colleges; Specialization

This paper examines the presumption that larger teacher education programs are superior to smaller ones, suggesting that many of the persistent problems of preservice teacher education are rooted in the large, bureaucratic organization so prevalent in current programming. The paper suggests that small program size makes possible the development and implementation of fruitful programming, since it is easier to conduct the sustained conversation needed to create a well-designed program. The paper begins by examining the complexities and contradictions that accompany large programs, which are typically staffed with a faculty representing a wide variety of specializations. This specialization can lead to segmented and fragmented programming. Next, the paper discusses the advantages of small faculties, including a broadened sense of responsibility, more ability to meet as a group, more ability to talk outside of formal meetings, and the ability to take advantage of vertical staffing. Finally, the paper examines how to achieve the advantages of smallness. Two suggested strategies are the multiple models strategy and the program-within-a-program strategy. (Contains 26 references.) (SM)

ED 430 925 SP 038 507

Bonino, Silvia; Reffieuna, Antonella
From Knowledge to Action: The Role of Developmental Psychology in Reflective Practice.
PUB DATE- 99
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Developmental Psychology; Educational Theories; Elementary Education; *Elementary School Teachers; *Faculty Development; Foreign Countries; Higher Education; Inservice Teacher Education; Mentors; *Reflective Teaching; *Teacher Improvement
IDENTIFIERS- Italy

This paper examines the role of developmental psychology in reflective practice, using examples from the Department of Psychology at the University of Turin, Italy, and from a regional institute that deals with continuous teacher training. After introducing the topic and discussing the need for continuous teacher training, the paper presents information on general theoretical premises and the construct of change. It goes on to discuss the specific theoretical model (the recursive schemata of Mounoud). Next, it describes a training course, based on Mounoud's theoretical principals, that involved 35 primary school teachers (all of whom had a university degree in psychology or pedagogy and were willing to

NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; Doctoral Degrees; Elementary Secondary Education; Graduate Students; Graduate Study; Higher Education; Preservice Teacher Education; Student Role; *Student Teacher Supervisors; Teacher Attitudes; *Teacher Educators; Teacher Role

This self-study examined how two doctoral students in a teacher education program progressed from the role of student to the role of teacher educator, examining the process of their becoming educators. The initial data were collected as part of the requirements for a series of three courses designed to prepare doctoral students for supervisory work with student teachers, help them reflect on their work, and have them assist in teaching the first course. Data sources included students' reflective journals and students' answers to guiding questions at the beginning and end of the first and third courses. Secondary data sources included responses to each others' journals and discussions on students' roles as teacher education students, preservice teacher supervisors, course instructors, and mentors to less experienced doctoral students. The two students developed a shared conceptualization of what it meant to be a teacher educator. Based on their beliefs about constructing knowledge and their reflections on their experiences, they viewed becoming a teacher educator as a process of intellectual development. The steps included becoming a learner, supervising preservice teachers, and thinking of themselves as teacher educators (when responsibility and accountability were attached to their roles in the graduate program). (SM)

ED 430 943 SP 038 526

Achilles, C. M.; Finn, J. D.
Some Connections between Class Size and Student Successes.
SPONS. AGENCY- Spencer Foundation, Chicago, IL.
PUB DATE- 99
NOTE- 22p.; Paper presented at the Conference of the Center for Developmental Learning (New Orleans, LA, February 8-10, 1999). Document contains small type throughout.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Class Size; Educational Policy; Educational Research; Elementary Secondary Education; Federal Government; Politics of Education; *Small Classes

This paper summarizes class size research conducted primarily since 1970. The paper discusses various relevant issues for use in policy, in schools, and in additional research. Several studies over the years have focused on: the issue of small being better and less being more and emphasized the STAR (Student Teacher Achievement Ratio) education experiment; controversy over use of the STAR findings; harmful and beneficial effects of small class size; costs of small class size; commonsense issues related to class size (i.e., teachers know that they can teach better in small classes, and parents get very involved in schools with small classes); teacher aide effects and class size research; class size and school safety;

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; College Faculty; Foreign Countries; Higher Education; Student Evaluation of Teacher Performance; Teacher Attitudes; *Teacher Behavior; *Teacher Effectiveness; *Teaching Methods; Teaching Skills
IDENTIFIERS- Israel

This study of exemplary university teachers sought to identify their thinking and knowledge about effective teaching dimensions and strategies, the effective strategies that they actually used in class, and the relationships between their thinking and knowledge about effective teaching strategies and their actual use of these strategies. Two instructors in each of two departments (literature and psychology) at a research university in Israel were interviewed, videotaped in class, and rated by their students as to their high- and low-inference behaviors. All instructors showed that they knew many effective teaching strategies, though there was a significant number of strategies that they used without being aware of it, and there were a few strategies that they knew of but did not use in class. Findings suggest that the main dimension of clarity and a small set of strategies are essential for effective teaching, but beyond this set, high performance on either organization or interest/engagement is not a necessary condition for excellent teaching, and each teacher achieves his/her excellence in a different way using different effective teaching dimensions and strategies. (Contains 39 references.) (Author/SM)

ED 430 962 SP 038 547

Olech, Carol A.
The Relationship between Teachers' Pedagogical Beliefs and the Level of Instructional Computer Use.
PUB DATE- 99
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behaviorism; *Computer Assisted Instruction; Constructivism (Learning); Elementary Education; Elementary School Teachers; Information Processing; *Teacher Attitudes; *Teacher Characteristics; Teaching Methods
IDENTIFIERS- Knowledge Acquisition; Teacher Knowledge

This study examined the relationship between elementary teachers' pedagogical beliefs and the level of their instructional computer use. Participating teachers had 2 years of experience using a computer network that provided students with an integrated learning system, several word processing packages, desktop publishing, a multimedia encyclopedia, and a presentation program. Teachers completed a 57-item questionnaire that assessed the criterion variable, level of computer use, and several independent variables (pedagogical orientation, innovativeness, computer relevance, computer self-competence, and subjective norms). One of the scales assessed pedagogical orientation and categorized teachers as having behaviorist, information-processing, or constructivist beliefs. Findings indicated that teachers were eclectic in their pedagogical orientation. There was a negative correlation between behaviorist beliefs and level of computer use. Teachers

The "CSE Program Evaluation Kit" is a series of nine books intended to assist people conducting program evaluations. This volume, the fourth in the kit, explains the basic assumptions underlying qualitative procedures, suggests evaluation situations where qualitative designs are useful, and provides guidelines for designing qualitative evaluations, including how to use observational methods, how to conduct in-depth, open-ended interviews, and how to analyze qualitative data. The following chapters are included: (1) "An Introduction to Qualitative Methods"; (2) "When To Use Qualitative Methods"; (3) "Designing Qualitative Evaluations"; (4) "Fieldwork and Observation"; (5) "Depth Interviewing"; (6) "Analyzing and Interpreting Qualitative Data"; and (7) "Making Methods Decisions; Controversy and Philosophy." (Contains 3 figures, 3 tables, and 68 references.) (SLD)

ED 430 982 TM 028 829

King, Jean A.; Morris, Lynn Lyons; Fitz-Gibbon, Carol Taylor
How To Assess Program Implementation. CSE Program Evaluation Kit, Volume 5.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 147p.; For volumes 1-9 of this kit, see TM 028 825-833. For the first edition, see ED 175 887-894.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Data Collection; *Evaluation Methods; Information Dissemination; *Planning; *Program Evaluation; Program Implementation; *Research Reports; Tables (Data)

The "CSE Program Evaluation Kit" is a series of nine books intended to assist people conducting program evaluations. This volume, fifth in the kit, discusses the role and importance of implementation evaluation and presents methods for designing, using, and reporting the results using assessment instruments to describe accurately how a program looks in operation. Step-by-step guides are provided for program records, observations, and self-reports. The following chapters are included: (1) "Assessing Program Implementation: An Overview"; (2) "Initial Planning: Deciding What To Measure"; (3) "Planning for Data Collection"; (4) "Methods for Assessing Program Implementation: Program Records"; (5) "Methods for Assessing Program Implementation: Questionnaires and Interviews"; (6) "Methods for Assessing Program Implementation: Observations"; and (7) "Summarizing, Analyzing, and Reporting Your Data." An appendix contains questions for an implementation evaluation. (Contains 8 tables, 15 figures, and 10 references.) (SLD)

ED 430 983 TM 028 830

Henerson, Marlene E.; Morris, Lynn Lyons; Fitz-Gibbon, Carol Taylor
How To Measure Attitudes. CSE Program Evaluation Kit, Volume 6. Second Edition.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 188p.; For volumes 1-9 of this kit, see TM 028 825-833. For the first edition, see ED 175 887-894.

particular weakness in U.S. mathematics at all grade levels. Well-prepared teachers appear to make a difference in student achievement. The NAEP, TIMSS, and state assessment programs have important differences in their purposes, frameworks, types of items, and methods of reporting results. Based on the analyses of NAEP and TIMSS results, recommendations are offered for educators and decision makers. An appendix contains a map of some NAEP questions for grade 8. (Contains 29 figures and 59 references.) (SLD)

ED 431 002 TM 029 828

Blank, Rolf K.; Manise, Jennifer Gifford; Brathwaite, Barbara C.; Langesen, Doreen
State Education Indicators with a Focus on Title I, 1998.
PUB DATE- 99
NOTE- 265p.; For the 1997 report, see ED 418 165.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Academic Standards; *Compensatory Education; Disabilities; Elementary Secondary Education; Poverty; Professional Development; *Profiles; Public Schools; *State Norms; State Surveys; *Student Characteristics; Teacher Education; Teachers
IDENTIFIERS- *Educational Indicators; *Elementary Secondary Education Act Title I

This report offers state profile information about teachers, students and their achievement, and standards for student learning. It includes special data about the education of children in poverty and the assistance they receive toward achieving state standards through Title I, the largest single federal education program. A particular feature of the 1998 report is the display of trend data state-by-state. For each state profile, information is grouped under four headings: (1) state context; (2) school and teacher demographics; (3) student demographics; and (4) student achievement, including assessment results. Profiles are included for the 50 states, Puerto Rico, and the District of Columbia. Five appendixes contain state definitions of "proficient," information about state progress toward development of a Title I accountability system, state context indicators, 1998 disaggregation data, and information about the National Assessment of Educational Progress. Each state profile contains five graphs. (SLD)

ED 431 003 TM 029 829

Phelps, Richard P.
Education Establishment Bias? A Look at the National Research Council's Critique of Test Utility Studies.
PUB DATE- 99
NOTE- 14p.; Originally appeared in: "Industrial Organizational Psychologist"; v36 n4 Apr 1999.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Aptitude Tests; *Bias; Employers; *Evaluation Problems; *Job Applicants; Occupational Tests; Research Methodology; Screening Tests; *Test Use
IDENTIFIERS- *General Aptitude Test Battery; *National Research Council

It has been proposed that the federal government's General Aptitude Test Battery (GATB) might be used to provide private this support in a control condition. Students in both conditions had to work on complex cases in the domain of education. The use of the mapping tool had substantial effects on collaborative knowledge construction. Dyads in this group produced more on-task contributions and used more theoretical concepts. Use of the mapping tool also facilitated transfer of prior knowledge, but no differences were found in the use of theoretical concepts provided in the learning environment. The CoStructure-Tool proved to be a method for facilitating cooperation that was effective in supporting specific processes and in improving the transfer of prior knowledge. (Contains eight references.) (SLD)

ED 431 024 TM 029 857

Segall, Daniel O.
General Ability Measurement: An Application of Multidimensional Adaptive Testing.
PUB DATE- 99
NOTE- 21p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Montreal, Quebec, Canada, April 20-22, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability; *Adaptive Testing; *Item Response Theory; *Measurement Techniques; Multiple Choice Tests; Scoring; Test Items; Test Use
IDENTIFIERS- *Multidimensionality (Tests)

Two new methods for improving the measurement precision of a general test factor are proposed and evaluated. One new method provides a multidimensional item response theory estimate obtained from conventional administrations of multiple-choice test items that span general and nuisance dimensions. The other method chooses items adaptively to maximize the precision of the general ability score. Both methods display substantial increases in precision over alternative item selection and scoring procedures. Results of a simulation study based on the Armed Services Vocational Aptitude Battery suggest that the use of these new testing methods may significantly enhance the prediction of learning and performance in instances where standardized tests are currently used. (Contains 5 tables, 1 figure, and 44 references.) (SLD)

ED 431 025 TM 029 858

Priorities for Educational Research in New Zealand. Conference Proceedings (Wellington, New Zealand, October 1997).
PUB DATE- 97
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Agenda Setting; Conferences; Educational Change; *Educational Research; Elementary Secondary Education; Foreign Countries; Higher Education; *Research Needs
IDENTIFIERS- *New Zealand; Reform Efforts

Participants at a conference on educational research discussed their priorities to determine whether a shared agenda could be developed for educational research in New Zealand. The conference papers are: (1) "Connecting Research and Practice: Buying In or Selling Out" (Barry McGaw) (keynote address); (2) "In Response to Barry McGaw's Keynote Address" (Anne Meade);

University of Waterloo, University of Guelph, and Wilfrid Laurier University (Ontario); National Library of Canada; and University Microfilms International (UMI). Contact information is provided for all the programs discussed. Future trends in ETDs are considered, and a list of selected articles and World Wide Web sites is included. (DLS)

ED 430 569 IR 057 348

Finkelston, Candace
Learning Library Resources by Researching Latin American Topics.
PUB DATE- 99
NOTE- 18p.; Designed for use in LIB101: Use of Library Resources (St. Louis Community College at Meramec, Missouri).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Bibliographies (131)
DESCRIPTORS- Assignments; College Libraries; Community Colleges; Course Descriptions; Foreign Countries; *Latin American History; *Latin American Literature; *Learning Activities; Learning Modules; *Library Instruction; Library Materials; *Library Skills; *Research Skills; Resource Materials; Search Strategies; Student Research; Two Year Colleges; Videotape Recordings; World Wide Web
IDENTIFIERS- *Latin America; Saint Louis Community College at Meramec MO

This document presents a module on learning library resources by researching Latin American topics to be used in the Use of Library Resources course at St. Louis Community College at Meramec (Missouri). The goal of the module (to give students a basic knowledge of library resources and to introduce them to Latin America by researching Latin American topics), objectives, instructor's introduction, student learning activities, and sharing of the module are outlined. Also included are: a list of Latin American countries; worksheets for a library catalog assignment, atlases assignment, Internet exercise, and periodical indexes assignment; and a bibliography of recently-acquired books and videos that lists author, title, Dewey Decimal call number, and price. (AEF)

ED 430 570 IR 057 349

Collins, Tricia
Public Libraries. Informational Paper No. 40.
PUB DATE- 99
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; Agency Role; Library Administration; *Library Development; *Library Funding; *Library Networks; *Library Services; *Public Libraries; Shared Library Resources; State Agencies; *State Aid; Tables (Data)
IDENTIFIERS- *Wisconsin

This paper provides information on library services in Wisconsin, with a special emphasis on public library systems. The first section describes how library services are organized and administered, including municipal and county libraries, library systems, and the state Department of Public Instruction's scores in American public schools have led to the concept of "accountability" for performance levels, but the paper proposes that other factors also be included in the evaluation of community colleges, since so many of their students have non-degree objectives. All attendees at three Texas urban colleges are studied, in order to answer the following questions: (1) What are the major reasons students attend urban community colleges? (2) Do these reasons differ among the three colleges studied? and (3) Are there any evaluative factors that should be, but are not, used for these colleges? Results show that 64% of the students were not enrolled in a degree-seeking or academic track, and the largest number of these students, 19% of the total sample, were there for short-term work-related training. Neither sex nor ethnicity were found to be a factor in whether students chose a degree-seeking or non-degree track. The paper suggests that academia needs to recognize this lack of interest in academic credential by many students, and evaluate college performance accordingly. Contains 13 references. (VF)

ED 430 590 JC 990 252

Ediger, Marlow
Inservice Education at the Community College.
PUB DATE- 99
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- College Role; *Community Colleges; *Educational Assessment; *Educational Objectives; Educational Technology; *Inservice Teacher Education; *Institutional Evaluation; Student Needs; *Teacher Improvement; Two Year Colleges

This report calls for continual self-evaluation of community colleges to ensure that educational objectives--including knowledge, skills and attitudinal goals--are being met. Faculty and curriculum development must be ongoing, although there is debate over whether it should be proactive or reactive regarding societal changes. Whichever philosophy is adopted, updates through quality approaches in inservice education are essential, and this paper outlines possible methods of faculty improvement. Community college instructors should facilitate creative thought among their students and colleagues, and offers methods for improving instructor performance, such as video taping classes, observing fellow instructors, and viewing video tapes on providing vocational training. Improvements needed in colleges include the use of technology, the use of interactive media, the education and assistance for students of all cultures and disabilities, and transformational quality and leadership. Suggestions include instructors periodically forming committees and divisional meetings to determine if their syllabi need revising and to determine the core content for each discipline. From these core contents arise statements of objectives, which become increasingly complex as the students progress. Communication between public schools and community colleges would facilitate the transition from one framework to the other. Contains 20 references. (VF)

ED 430 591 JC 990 255

Graduate Follow-Up Study, 1997-98.
PUB DATE- 98
NOTE- 34p.
LANGUAGE- English

ED 430 610 JC 990 277

Rodman, Joseph J.; Fisher, Paula L.
Breaking Barriers: Women in Nontraditional Programs.
PUB DATE- 99
NOTE- 8p.; Paper presented at the Annual International Conference for Chairs, Deans, and Other Organizational Leaders (8th, March 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Employed Women; Employment Practices; *Females; *Nontraditional Occupations; Salaries; *Sex Bias; Sex Discrimination; Sex Fairness; Technical Institutes; Two Year Colleges; Women Faculty
IDENTIFIERS- Albuquerque Technical Vocational Institute NM

This paper documents the efforts of Albuquerque Technical Vocational Institute's (TVI) Trades and Service Occupations Department to recruit and support women in nontraditional occupations. Nontraditional careers are defined as those occupations in which women comprise less than 25 percent of the population. While women are entering professional fields such as law and engineering at significantly higher rates than 20 years ago, this report cites that women are not entering nontraditional occupations such as electrician, truck driver and mechanic. While nontraditional occupations pay better, both external obstacles, such as discrimination and sexual harassment, and internal obstacles, such as a lack of self confidence, serve as barriers to women workers. In an effort to successfully increase and integrate women into nontraditional programs, TVI has implemented several strategies at the organizational and educational levels. They provide gender and diversity training to faculty and staff in addition to sexual harassment training. The department also formed a support group for women students in nontraditional fields in order to discuss sexual harassment, support services such as childcare, and employment strategies. While there is a lack of longitudinal data on the effects of these initiatives, positive results have been documented anecdotally. Contains 11 references. (SKF)

ED 430 611 JC 990 278

Battersby, Mark
So, What's a Learning Outcome Anyway?
PUB DATE- 99
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Curriculum Development; *Educational Assessment; Needs Assessment; *Outcomes of Education; Two Year Colleges

This report defines and explains the importance of the learning outcomes approach. According to the paper, this approach bases curriculum design, content, delivery and assessment on the application and integration of knowledge, skills and values -- a comprehensiveness that is not achieved with a competency approach. The report also discusses learning outcomes in terms of: (1) assessment, stressing the need for "authentic assessment," which simulates real world situations; (2) generic attending for transfer had the same transfer rates as non-aided students; and (8) developmental education proved a sound investment for aided students, helping students perform college level work and persist in school. Contains 8 tables. (AS)

ED 430 629 JC 990 310

Educational and Employment Outcomes for Injured Workers after Vocational Training, 1993-96. Research Report No. 98-6.
PUB DATE- 98
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Colleges; Disabilities; *Educational Assessment; *Employment; *Injuries; Outcomes of Education; Salaries; *Student Characteristics; Technical Institutes; *Two Year College Students; Two Year Colleges; Vocational Education
IDENTIFIERS- *Washington Community and Technical Colleges

A study investigated the demographic characteristics and the educational and employment outcomes of 1,200 injured workers who exited from college between 1993-1996 after attending for vocational preparation. The study also evaluates the appropriateness of using the State Board for Community and Technical College's (SBCTC) Data Linking for Outcomes Assessment system (DLOA) to describe the subset of students. Findings indicate that: (1) during the three years under study, 3,047 injured worker students enrolled in community and technical colleges; (2) as of spring 1996, 1,200 of the 3,047 injured workers (39%) had exited from college after attending for vocational preparation in a certificate or degree program, while the other 1,847 were still enrolled, or exited other programs; (3) the typical exiting vocational student was male (78%), about 40 years old, and had never before attended college (67%); (4) one-quarter of all students under study were Department of Labor and Industries (L&I) clients; (5) 44% of exiting L&I students graduated, while 56% left after taking come college, but before graduating; (6) the overall employment rate for injured workers exiting college was 66%, six to nine months after leaving college; (7) the median hourly wage for L&I graduates was higher ($10.82/hr) than for other graduates ($10.65); and (8) the Data Linking for Outcomes System proved useful for identifying subset results. (AS)

ED 430 630 JC 990 311

Patterns Underlying the Current and Future Trends in Transfers from Community Colleges to Four-Year Public and Independent Institutions. Research Report No. 98-7.
PUB DATE- 98
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; College Transfer Students; *Community Colleges; Enrollment; Enrollment Trends; Futures (of Society); Higher Education; Tables (Data); *Technical Institutes
IDENTIFIERS- *Washington Community and Technical Colleges

In 1995, the State Board of Community and Technical Colleges in Washington forecasted that the number of students transferring from the two-year to the four-year sectors would flatten or even decline during the period from 1994 through 1998, and that the number of transfer students would rise by 50% from 1999 to are very or somewhat important in their decision not to enroll. Of interest is the fact that only 19% applied for financial aid. In terms of student services, 25% of the respondents indicated they experienced a problem with the enrollment process, and 18% experienced some difficulty in trying to obtain financial aid. Sixty-two percent indicated they planned to enroll at JCCC in the future. The main educational objectives of these potential students are: (1) transfer (24%); (2) career change preparation (18%); (3) self-improvement or personal interest (16%); and (4) preparation for the job market (14%). Tabled results for the survey and the questionnaire are appended. (CAK)

ED 430 649 JC 990 336

Weglarz, Shirley; Brown-Kurz, Kim; Moehring, Rick
Support Services for Deaf and Hard of Hearing Students and the Role of Deaf Professionals in Higher Education.
PUB DATE- 98
NOTE- 86p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Students; *Deafness; Decision Making; *Hearing Impairments; Higher Education; Participant Satisfaction; Professional Development; Professional Personnel; Questionnaires; *Special Needs Students; *Student Needs; *Student Personnel Services; Tables (Data)
IDENTIFIERS- Student Satisfaction

Johnson County Community College conducted a study in 1997 to obtain information about available support services for deaf and hard of hearing students at postsecondary institutions, and to gather information on the role of deaf professionals at postsecondary institutions. Surveys were mailed to 650 participants obtained from the Association on Higher Education and Disability (AHEAD) mailing list, and the College and Career Programs for Deaf students. A total of 248 usable surveys were returned. This report contains information on full- and part-time employees, involvement in decision making, recruitment of deaf employees, providers of students services, student enrollment, grant support programs, interpreters for campus events, profile of participating institutions, and two-/four-year institutions. Major findings indicate that, on average, responding institutions had 4 full-time deaf or hard of hearing employees and an additional 3 part-time employees, which represents a small proportion of the average number of total employees per institution (1270 full-time and 752 part-time). In each of four job categories, faculty had the highest representation of deaf employees, averaging 2.3 per institution, followed by service/maintenance employees (mean=1.4), office/technical employees (mean=1.2), and administrative employees (mean=0.9). The average enrollment of deaf or hard of hearing credit students is 19.8 students. One-fifth of the institutions offer no sign language classes, while 58% offer such courses for credit and 41% offer noncredit classes. Tabled results and the questionnaire are appended. (AS)

ED 430 650 JC 990 337

Weglarz, Shirley
Survey of JCCC Nonclient Businesses.
PUB DATE- 99

including questions for children to think about before viewing the program video and a synopsis of the video. Suggested follow-up activities as well suggestions for generating bulletin board materials are included, as is a 14-item bibliography. The second half of the guide presents activity sheets or "Think Pages," and take-home pages for creating small book, in English and Spanish versions. The guide concludes with a script of the video. The 17-minute video presents four short, realistic vignettes about children who must choose between honest and dishonest courses of action. By identifying with the characters and familiar situations, children will be better able to understand the value of honesty and the importance of being truthful with themselves and others in order to become a responsible person. (HTH)

ED 430 667 PS 027 338

Child Transportation Safety Tips.
PUB DATE- 97
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Children; *Infants; Restraints (Vehicle Safety); *Safety; *Transportation
IDENTIFIERS- *Child Safety; Product Recall

This document presents nine tips regarding safe infant and child transportation, each tip explained in one to two pages. The tips are as follows: (1) quick safety seat checkup; (2) where should your child ride? (3) how to protect your new baby in the car; (4) what safety seat to use for a big baby or toddler? (5) how should preschool and school children ride safely? (6) is your safety seat secure in the car? (7) harness straps: your child's link to safety? (8) what are safety seat recalls? and (9) air bag safety: buckle up everyone! children in back! (KB)

ED 430 668 PS 027 504

Gravel, F.; Page, P.; Cloutier, G.; Legault, F.
Preschoolers' Actions and Social Representations: A Sociogenetic Approach to Information Processing.
PUB DATE- 99
NOTE- 10p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Albuquerque, NM, April 15-18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affective Behavior; Child Behavior; Cognitive Development; Emotional Response; Individual Differences; Peer Relationship; Perspective Taking; *Play; *Preschool Children; Preschool Education; *Prosocial Behavior; *Self Esteem; *Social Cognition; Social Development; Theories
IDENTIFIERS- Action Theory; Representational Thinking; *Social Information Processing

The central objective of this study was to draw interdependent relationships between preschoolers' social functioning and their modes of social thought. Assessment of 67 four-year-olds was done through systematic observations of social behavior, including social participation, type of play, and affective followed by the infant/toddler population. (KB)

ED 430 687 PS 027 619

Blakemore, Judith E. Owen
Adults' Attitudes about Children's Gender Norm Transgressions.
PUB DATE- 99
NOTE- 19p.; Poster presented at the Biennial Meeting of the Society for Research in Child Development (Albuquerque, NM, April 15-18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitudes; *Behavior Standards; *College Students; Comparative Analysis; *Norms; *Sex Differences; *Sex Role; Sex Stereotypes
IDENTIFIERS- Moral Behavior

This study examined college students' knowledge and attitudes regarding children's gender, and social and moral norms, and compared their evaluations of violation of each norm type. Participating were 140 female and 67 male college students ranging in age from 17 to 46 years, 33 of whom were parents. Subjects were asked questions related to toys, games, play styles, adult occupations, adult parental roles, hairstyles, and clothing. They were also asked about social norms (eating ice cream with fingers versus a spoon and coughing on someone versus covering one's mouth) and moral norms (pinching someone and stealing money). For each item, participants were asked who usually played with or did the item or what was usually done; whether it was possible for a child of the other gender to do the item or if it could be done; and how they would feel about a child who violated the norm. Findings indicated that participants thought it possible to violate all norms except for becoming a parent of the other gender. Boys' gender norm violations were rated more negatively than girls', while both were rated less negatively than social or moral violations. Women rated gender norm violations more positively than men, but there were no sex differences in ratings of social or moral violations. Boys' appearance-related norm transgressions were rated more negatively than girls', but girls' loud rough play was rated more negatively than boys' quiet play. Other gender norm violations were seen as positive or neutral, except for Barbie play by boys. (KB)

ED 430 688 PS 027 620

Rockhill, Carol M.; Greener, Susan H.
Development of the Trait Meta-Mood Scale for Elementary School Children.
PUB DATE- 99
NOTE- 11p.; Poster presented at the Biennial Meeting of the Society for Research in Child Development (Albuquerque, NM, April 15-18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); Elementary Education; *Elementary School Students; Emotional Development; *Moods; Psychometrics; Self Control; *Self Evaluation (Individuals); *Test Reliability; *Test Validity
IDENTIFIERS- Emotional Intelligence; Emotional Regulation

Past research has shown that adults can report their own skill

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Serials (022)
DESCRIPTORS- Child Custody; *Child Rearing; Children; Childrens Rights; Family Environment; *Family Relationship; *Family (Sociological Unit); *Family Structure; Legislation; Parent Rights; Parents; Religion; Social Attitudes; *Social Values; Well Being
IDENTIFIERS- *Family Values; *Social Policy

Noting that the term "family values" has achieved prominence in the rhetoric of political debate, this book compiles essays by philosophers, political scientists, and legal scholars exploring specific issues within the legal, ethical, and political dimensions of familial relationships. Collectively, the essays point out that many contemporary issues pertaining to the having and raising of children pose genuinely hard choices for public policy makers, for those who make and enforce the laws, and for citizens who would like to engage in informed and critical democratic debate on these issues. Following an introduction, the essays are: (1) "Mothers, Citizenship, and Independence: A Critique of Pure Family Values" (Iris Marion Young); (2) "Fathers' Rights, Mothers' Wrongs?: Reflections on Unwed Fathers' Rights and Sex Equality" (Mary L. Shanley); (3) "Family Ties: Rethinking Parental Claims in the Light of Surrogacy and Custody" (Uma Narayan); (4) "A Parent(ly) Knot: Can Heather Have Two Mommies?" (Shelly A. M. Gavigan); (5) "Family Relationships and Reproductive Technology" (Brenda Almond); (6) "Privacy and Equal Protection as Bases for Abortion Law: Citizenship, Gender, and the Constitution" (Anita Allen); (7) "Circumscribed Autonomy: Children, Care, and Custody" (Hugh LaFollette); (8) "Boundaries of Authority: Should Children Be Able To Divorce Their Parents?" (Laura M. Purdy); (9) "Regulating Sexuality: Gender Identity Disorder, Children's Rights, and the State" (Ellen K. Feder); (10) "Protecting Faith Versus Protecting Futures: Religious Freedom and Parental Rights in Medical Decision Making for Children" (Lynn Pasquerella); and (11) "Fear of God: Religious Education of Children and the Social Good" (Julia J. Bartkowiak). Each chapter is footnoted with references. (HTH)

ED 430 707   PS 027 658

Norris, David L., Ed.
Helping Children Learn 1999-2000: A County-by-County Factbook. For Children For Ohio's Future.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 99
NOTE- 211p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Birth Weight; Child Health; Child Support; Child Welfare; *Children; *Counties; Demography; Dropouts; Early Parenthood; Elementary Secondary Education; Employed Parents; Health Insurance; Incidence; Poverty; Prenatal Care; Preschool Education; *Reading Achievement; *Social Indicators; State Surveys; Statistical Surveys; Tables (Data); Tax Credits; Trend Analysis; Welfare Recipients; *Well Being; Youth Problems
IDENTIFIERS- *Indicators; Medicaid; *Ohio; Project Head Start; Welfare Reform

This Kids Count report highlights state and countywide findings on key indicators affecting the educational and life success of Ohio's children. The statistical portrait is based on five indicators: (1) fourth graders' performance on the Ohio fourth

DESCRIPTORS- *Access to Education; Educational Quality; *Elementary Education; *Equal Education; *Females; Foreign Countries; Program Effectiveness; Program Evaluation; Public Policy; *Sex Fairness
IDENTIFIERS- *Pakistan

This report details a field study to evaluate the efforts of Pakistan's Primary Education Development Program (PED) to improve the access, equity, and quality of primary education in Pakistan, especially for rural girls. A 3-week visit was conducted in 1997 by a team from the United States Agency for International Development (USAID) Center for Development Information and Evaluation. Following a presentation of background on the project initiation, the report discusses strategies used to build and strengthen the primary educational system by strengthening public primary schools and building private education institutions; examines the strategies used to increase access to primary education such as opening more schools for girls and increasing the number of female teachers in rural areas; and discusses the issue of improving the quality of girls' education and of teacher education. Findings noted in the report indicate that the program resulted in more than 2,100 new girls' schools in the Balochistan and North-West Frontier Province, a 70 percent increase from 1989 through 1994. There was a substantial increase in girls' access to primary schools, with 348,000 girls enrolled in grades 1-5 in 1989 and 761,300 in 1996. Strategies identified as especially effective in achieving such rapid gains were: (1) communicating one clear goal--enrolling girls in primary school-- through policy changes and program activities; (2) opening more schools for girls; and (3) recruiting and training more female teachers for rural schools. The report concludes with a discussion of the USAID's leadership role and a presentation of lessons learned from this evaluation. (KB)

ED 430 726 PS 027 678

Clancy, Monica
Child Care: An Investment That Works for Colorado. A Child Care Data Report.
SPONS. AGENCY- Colorado State Dept. of Human Services, Denver. Div. of Child Care.
PUB DATE- 99
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgeting; *Budgets; *Children; *Day Care; Day Care Centers; Early Childhood Education; Models; Resource Allocation
IDENTIFIERS- Affordability; Availability (Programs and Services); Child Care Costs; Child Care Needs; *Colorado; Day Care Quality; Educare

In the current competitive economy, with welfare reform underway and increasingly limited public resources, Colorado citizens deserve assurance that tax dollars are receiving a maximum return on investment for public expenditures for child care. This report examines the state of child care in Colorado. Part 1 presents information on 1998-1999 state appropriations for child care and other programs, discusses the importance of early intervention, delineates the benefits of high quality child care for children and parents, and profiles the state and selected counties with regard to child care supply, quality, affordability, and availability. This part also describes selected programs, included resource and referral services.

NOTE- 202p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- Adult Education; Correspondence Study; Educational History; Elementary Education; Foreign Countries; *Geographic Isolation; Itinerant Teachers; *Mobile Classrooms; Mobile Educational Services; Nontraditional Education; *One Teacher Schools; *Rail Transportation; Reminiscence; Rural Areas; *Rural Education
IDENTIFIERS- *Newfoundland

During the mid-1930s, the main line of the Newfoundland (Canada) Railway stretched 547 miles from St. John's to Port aux Basques, and railway workers and their families lived along the line in small isolated settlements. The provincial department of education, the Newfoundland Railway, and the Anglo-Newfoundland Development Company devised an imaginative approach to bring education to these settlements in the form of a school in a railroad car, called School on Wheels. Drawing extensively on interviews with the former head teacher, students, and retired railroad workers, this book presents the 6-year history of the "school car." Part 1 describes the railway settlements served; the conversion of the railroad owner's private luxury car to a school outfitted with teacher living quarters, kitchen, and student area; the establishment of the program; the first teacher; and the car's inaugural trip. Part 2 contains recollections about life in the settlements served, the children served, the community reaction, teaching in the school car, and the school car itself. Part 3 discusses parent involvement, the adoption of correspondence courses, the hiring of a second teacher, the head teacher's role, and responses to the new approach. Part 4 recounts scheduling the car's visits, moving the car, establishing itinerant schools at settlements off the railroad, visits by the inspector, and the adult education program. Part 5 describes life in the car, leisure activities, summer employment, and the resignation of the first teacher. Part 6 covers the last year of the school and the end of the program. The epilogue gives brief histories of the teachers and car after the program ended. Contains 111 references and over 125 photographs. (TD)

ED 430 745 RC 021 942

Aispaugh, John W.
School Size as a Factor in Financing Small Rural Schools.
PUB DATE- 99
NOTE- 20p.; Paper presented at the annual meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Finance; Elementary Secondary Education; *Enrollment; Expenditure Per Student; Outcomes of Education; Property Appraisal; *Rural Schools; School Districts; *School Size; Small Schools; *Teacher Salaries; *Teacher Student Ratio
IDENTIFIERS- Missouri; *Small School Districts

This paper examines the effects of enrollment on the financing of small rural K-8 versus K-12 school districts in Missouri and compares the educational outcomes of K-8 and K-12 districts. The sample included 48 K-8 and 48 K-12 districts with K-8 observation, unstructured interviews, final evaluation feedback, and the interview design process. Most participants thought the sessions were informative and relevant. The knowledge and preparedness of presenters received the highest ratings. Recommendations included more clearly addressing the needs of elementary educators, more actively engaging attendees, and offering evidence of the effectiveness of assessment strategies described in sessions. Appendices present session evaluation forms, final evaluation forms, session scores, and the evaluation standards checklist. Contains 16 references. (TD)

ED 430 762 RC 021 993

Howley-Rowe, Caitlin
Evaluation of Quest Elementary and High School Rally, November 1998.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change Agents; Change Strategies; Collegiality; *Educational Change; Educational Cooperation; Elementary Secondary Education; *Interschool Communication; Needs Assessment; *Networks; *Professional Development; Program Evaluation; *Regional Cooperation
IDENTIFIERS- Reflective Inquiry; *School Improvement Teams

As part of its contract to develop a framework for continuous school improvement in its four-state region (Kentucky, Tennessee, Virginia, and West Virginia), Appalachia Educational Laboratory staff designed the Quest project. Based upon principles of inquiry, collaboration, and action research, Quest supports and investigates ongoing school improvement efforts through rallies, summer symposia, a Scholars program, visits to participating schools, communication via listserv and mailings, and the creation of a Quest network of schools. This report describes and assesses a combined elementary and high school networks rally, held on November 2-3, 1998, near Daniels, West Virginia. Forty parents, students, teachers, and administrators from 10 elementary, high, and K-12 schools in Tennessee, Virginia, West Virginia, and Kentucky participated. Evaluation data were generated by evaluator participant observation, unstructured interviews, two feedback forms, and pre-rally and follow-up questionnaires. Data indicate that the rally's six goals--connect with colleagues, create a learning community, connect with concepts related to continuous school improvement, create personal and shared meaning, commit to continue learning with this community, and commit to continue this Quest back home--were met very well. Participants reported that the goal of committing to continue Quest-related efforts at their schools had been best achieved, and many communicated a variety of plans they intended to undertake. Attendees also found the strategies modeled by Quest staff for data collection and needs assessment and the review of the Quest framework for continuous improvement quite useful. Appendices present the pre-rally questionnaire, feedback forms, and the evaluation standards checklist. Contains 17 references. (Author/TD)

ED 430 763 RC 021 994

Howley-Rowe, Caitlin

Anita H. Bowman, and Nancy N. Vacc); (24) "Shifting Beliefs: Preservice Teachers' Reflections on Assessing Students' Mathematical Ideas" (Patricia S. Moyer and Vivian R. Moody); (25) "Understanding How Prospective Secondary Teachers Avoid Accommodating Their Existing Belief Systems" (Daniel Siebert, Joanne Lobato, and Stacy Brown); (26) "Self-Estimating Teachers' Views on Mathematics Teaching--Modifying Dionne's Approach" (Gunter Torner); (27) "Learning to Teach Mathematics Using Manipulatives: A Study of Preservice Elementary School Teachers" (Sunday A. Ajose); (28) "Prospective Elementary Teachers' Constructions of Understanding about Multiplication with Rational Numbers" (Diane S. Azim); (29) "Narrative as a Tool for Facilitating Preservice Mathematics Teacher Development" (Olive Chapman); (30) "Teacher Change during an Urban Systemic Initiative" (Thomas G. Edwards and Sally K. Roberts); (31) "Cases as Contexts for Teacher Learning" (Megan L. Franke, Elham Kazemi, Jeffrey Shih, and Stephanie Biagetti); (32) "Preservice Elementary

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ED 430 777   SE 062 385

Chiang, Chia-Ling; Guo, Chorng-Jee
Different Ways To Reach Agreement and To Handle Disagreement in Science Group Discourse.
PUB DATE- 99
NOTE- 17p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (72nd, Boston, MA, March 28-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Research; Cooperative Learning; Discourse Analysis; Foreign Countries; *Group Behavior; *Group Discussion; Group Dynamics; Grouping (Instructional Purposes); Intermediate Grades; Piagetian Theory; *Science Education; Scientific Concepts
IDENTIFIERS- *Consensus; Vygotsky (Lev S)

The purpose of this study was to find out how pupils reached agreement and handled disagreement in science group discourse. Fifth-grade students were observed in small groups and participated in face-to-face interviews. Pupils' methods of reaching agreement--including using social psychological means--and ways of addressing disagreement--including using plausible persuasion, compromising, or showing indifference--are described. Problems with trying to analyze small group agreement and disagreement in terms of Piagetian and Vygotskian learning theories are also discussed. Contains 18 references. (WRM)

ED 430 778   SE 062 400

de Jong, Onno; van Driel, Jan
Prospective Teachers' Concerns about Teaching Chemistry Topics at a Macro-Micro-Symbolic Interface.
PUB DATE- 99
NOTE- 16p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (72nd, Boston, MA, March 28-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beginning Teacher Induction; Beginning Teachers;

PUB DATE- 98
NOTE- 39p.; For related document, see SE 062 581.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; Algebra; *Educational Change; Elementary Secondary Education; Geometry; *Mathematics Curriculum; *Mathematics Education; Measurement; *State Standards; Statistics
IDENTIFIERS- Number Sense; *South Dakota

This standards document begins with a brief introduction and overview outlining and explaining a vision for mathematics teaching and learning in South Dakota, the purpose of the document, and the structure/organization of the document. Goals, rationales, and indicators for South Dakota Mathematics are also listed along with the South Dakota Mathematics Standards for grades K-12. (ASK)

ED 430 799 SE 062 581

Technical Guide for Implementing Content Standards: Mathematics.
PUB DATE- 98
NOTE- 78p.; For related document, see SE 062 580.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Standards; Elementary Secondary Education; *Mathematics Curriculum; *Mathematics Education; Program Implementation; *State Standards; Teaching Methods
IDENTIFIERS- *South Dakota

This technical guide to the South Dakota Mathematics Standards serves as a critical model for educators and school districts in effectively implementing the standards. This guide features the goals, indicators, benchmarks, and grade level standards for South Dakota. It is organized by grade level clusters according to benchmark levels K-2, 3-5, 6-8, and 9-12. (ASK)

ED 430 800 SE 062 582

Hansen, Laurie E.
Encouraging Parent Involvement at Home through Improved Home-School Connections.
PUB DATE- 99
NOTE- 198p.; Master's Thesis, California State University, Fullerton.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Child Development; Early Childhood Education; Early Experience; Elementary Education; Family Environment; Literacy Education; Mathematics Achievement; Mathematics Education; *Parent Child Relationship; *Parent Participation; *Parent Role; *Parent School Relationship; *Parent Teacher Cooperation; Parenting Skills; Science Education; Science Interests; Young Children
IDENTIFIERS- California State University Fullerton; Science Achievement

This master's project seeks to determine the impact which parent-child interaction has on children's literacy, math, and science development before the onset of formal education and during the elementary school years. The project also looks at the role

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Development; Educational Improvement; Elementary Secondary Education; *Environmental Education; *Integrated Activities; Professional Development; Program Development; Science Programs; *Strategic Planning
IDENTIFIERS- *Ohio

In 1996, the Environmental Education Council of Ohio (EECO) took the lead in developing a statewide plan to build Ohio's capacity--or Ohio's ability to provide leadership and resources--for environmental education. The goal for the project was to collaboratively develop and implement a statewide strategy for building Ohio's ability to promote reform-based environmental education that is interdisciplinary, community-based, and learner-centered. This document presents the plan to bring these goals to fruition. Topics include: (1) Coordinated Leadership, featuring a statewide environmental education steering committee, an environmental education center, and a staff that will coordinate communication, networking, and program development among groups to provide planning and outreach for educators; (2) Guidelines for Best Practices, providing an outline of the best practices in Ohio's environmental education programs based on proven methods and research findings; (3) Outreach, discussing promotion of environmental education in Ohio and centralized access to environmental information and education resources; (4) Training and Professional Development, providing programs to assist people in becoming effective environmental educators; (5) Diversity, developing programs, services, and facilities that will be accessible and affordable to diverse audiences in Ohio; (6) Support, coordinating a unified, active constituency that will build bipartisan political support for environmental education; and (7) Funding, maintaining and developing sustainable funding sources. Contains 13 references. (CCM)

ED 430 824 SE 062 634

Fredrickson, Jean
English Language Development Theory and Practices: Background Information for "EE" Providers.
SPONS. AGENCY- Environmental Protection Agency, Washington, DC.
PUB DATE- 99
NOTE- 42p.; A project supported by a grant in partnership with Project Learning Tree, Project WILD, and Project WET in California.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - General (140)
DESCRIPTORS- Elementary Secondary Education; *English (Second Language); *Environmental Education; *Language Acquisition; *Language Proficiency; Language Skills; Learning Strategies; *Limited English Speaking; Student Evaluation; Teaching Methods
IDENTIFIERS- California

This document provides environmental educators with background information on English language development theory and practices. Information was derived from a series of workshops that focused on the objectives of increasing facilitators' familiarity with the theory and practices of English Language Development (ELD) and demonstrating how the academic content of environmental education (EE) lessons can be adjusted in order to accommodate the needs of English Language Learners (ELLs) so that they can build environmental knowledge and literacy, understanding of U.S. history that students have acquired to date. Students are challenged to venture into historical explorations and analyses in order to compare and contrast historians' changing explanations of the past, and to engage in the various forms of historical data and evidence. The guide is divided into twelve units: (1) "A World of Their Own: The Americas to 1500"; (2) "Contact: Europe and America Meet, 1492-1620"; (3) "The Founding of New Societies, 1607-1763"; (4) "What Was the American Revolution? 1760-1836"; (5) "The Ambiguous Democracy, 1800-1848"; (6) "'Now We Are Engaged in a Great Civil War,' 1848-1880"; (7) "'What, Then, is This American?' 1865-1900"; (8) "Waves of Reform, 1880-1921"; (9) "Boom and Bust, 1921-1933"; (10) "The Age of Franklin D. Roosevelt, 1933-1945"; (11) "Leader of the Free World, 1945-1975"; and (12) "A Nation in Quandary, 1975--." Each unit is comprised of the content to be covered, a teacher's rationale, a table of contents, and detailed lessons and activities. (LB)

ED 430 844   SO 029 667

Crossroads: A K-16 American History Curriculum. The Post Secondary Curriculum. Part Five.
SPONS. AGENCY- Fund for the Improvement and Reform of Schools and Teaching (ED/OERI), Washington, DC.
PUB DATE- 95
NOTE- 32p.; For other documents in the Crossroads series, see SO 029 662-667.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- European History; Higher Education; *History Instruction; *Language Arts; Library Research; Literary Devices; *United States History

This U.S. history curriculum guide, based upon historical essays written by Richard B. Bernstein, is intended for postsecondary students. The guide incorporates an extended syllabus that sketches a two-semester survey course. This course provides students with a serious grounding in U.S. history. It also demonstrates the perennial contests over the meaning of the U.S. past among historians in particular, and among the American people in general. Assessing evidence, making an evaluation of arguments, and critical thinking skills are discussed. (LB)

ED 430 845   SO 029 684

Stewart, Marilyn; Talley-Jones, Kathy
Teaching Landmarks: Middle School Curriculum Unit, 1998.
PUB DATE- 98
NOTE- 45p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Built Environment; Community Characteristics; Foreign Countries; *Heritage Education; Interdisciplinary Approach; *Local History; Material Culture; Middle Schools; Social Studies
IDENTIFIERS- *Landmarks

The three lessons in this interdisciplinary curriculum unit invite students to explore the meaning of landmarks, places, people, and ideas that distinguish their environment. Lessons include: (1) "Looking Close to Home"; (2) "Moving Out into the poems, and multicultural songs. Chapter titles are: (1) "Children and Music"; (2) "Teachers and Music"; (3) "Diversity and Music"; (4) "Rhymes, Finger Plays, Chants, and Sing-Stories"; (5) "Songs for Doing"; (6) "Songs for Singing"; (7) "Movement to Music"; (8) "Playing Instruments"; (9) "Listening to the Music of Others"; and (10) "Music and Integrated Learning." Appendices, a glossary, and indexes are provided. (MM)

ED 430 864 SO 029 959

McWhinnie, Harold J.
Questions of Brain Hemispheric Specialization and Gender Difference in Spatial Tests.
PUB DATE- 97
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Art Education; Brain; *Brain Hemisphere Functions; Higher Education; Literature Reviews; *Sex Differences; *Spatial Ability
IDENTIFIERS- Art Students; Gender Issues; Research Suggestions; *Spatial Tests

This paper presents a review of selected literature relevant to a general question of hemispheric specialization (right or left brain) and questions of gender differences in spatial abilities among a group of art students. Three basic questions for discussion are proposed: (1) is there a relationship between hemispheric dominance and spatial intelligence?; (2) is such a relationship gender based?; and (3) what are the implications for art education from these selected studies? The paper is designed as a means of generating hypotheses concerning gender differences that could be employed in future empirical research in this general area. The paper refers to selected studies and was conceived as a review paper in which the integration of bodies of research is presented in relationship to education in the arts. Contains 30 references. (Author/BT)

ED 430 865 SO 029 984

Roelofs, Anna; Millstone, David
Worlds Apart: Context, Voyages and Encounters in the Age of Exploration. Updated Edition.
PUB DATE- 98
NOTE- 119p.; Funding for this project was made possible in part by the Frances R. Dewing Foundation, New England Biolabs, and Emilie Lagerholm.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Ancient History; Elementary Education; European History; Foreign Countries; History; Learning Activities; North American History; Seafarers; *Social Studies
IDENTIFIERS- Columbus (Christopher); Europe; *Exploration; *Explorers; Pre Columbian History; Renaissance

This curriculum unit offers students the opportunity to become researchers of history. The curriculum is organized among three sections: (1) "Context," students are introduced to early seagoing peoples, their ideas and technologies, and to related ideas from Renaissance Europe; (2) "Voyages," students conduct grade. The guide will help provide parents, teachers, and students with knowledge of what is being taught in a logical scope and sequence by grade level. The guide is a basis for curriculum development, instructional strategy, assessment practices, and consistency within the teaching of social studies across the state. The guide explains that within a school it is the social studies program that provides a coordinated and systematic study of the world and everything in it. A goal statement for the social studies curriculum is first presented, and the guide is then divided into separate chapters for each elementary grade. The format of the guide is a chart-type, 2-column, easy-to-read style, with "Target Skills" heading one column, and "Sample Assessment Methods" heading the other column. The skills used in the guide are identified by grade level and selected according to: (1) the knowledge of many classroom teachers; (2) skills identified in scope and sequence charts of the textbooks on Idaho's textbook adoption list; (3) skills measured on the Iowa Test of Basic Skills (4) skills measured by direct assessments; and (5) input from educators, patrons, and parents. (BT)

ED 430 886   SO 030 615

Skills-Based Scope and Sequence Guide: Art Grades K-6. Target Skills & Sample Assessment Methods.
PUB DATE- 97
NOTE- 35p.; For additional Idaho Scope and Sequence Guides, see SO 030 614-616.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; *Art; *Art Education; Elementary Education; *Evaluation Methods; Learning Strategies; Public Schools; *Skill Development; State Curriculum Guides; *State Standards; Student Educational Objectives
IDENTIFIERS- *Idaho; Scope and Sequence

This guide is organized into a suggested list of art skills that all Idaho students should know and be able to do at each grade level from kindergarten through sixth grade. The guide will help provide parents, teachers, and students with knowledge of what is being taught in a logical scope and sequence by grade level. Its purpose is to help build a basis for curriculum development, instructional strategy and assessment practices, and to provide consistency across the state in what is being taught and learned. The listed set of art skills are to be learned at a factual, applied/analysis, or synthesis/evaluation level. Sample assessment methods to be used by teachers are included. "Target skills" and "sample assessment methods" are the headings for the chart. Skills are identified by grade level and selected according to: (1) the knowledge of many classroom teachers; (2) skills identified in scope and sequence charts of textbooks on Idaho's textbook adoption list; (3) skills measured on the Iowa Test of Basic Skills; (4) skills measured on Idaho's direct assessments; and (5) input from educators, patrons, and teachers. (BT)

ED 430 887   SO 030 616

Skills-Based Scope and Sequence Guide: Music Grades K-6. Target Skills & Sample Assessment Methods.
PUB DATE- 97

NOTE- 277p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Ability Grouping; Academic Standards; Adolescents; Case Studies; Curriculum Development; Educational Administration; *Educational Assessment; Educational Experience; Educational Policy; Elementary Secondary Education; Foreign Countries; Higher Education; *Student School Relationship; *Teacher Education
IDENTIFIERS- *Germany

The German education system is directly influenced by a set of principles which come from social, cultural, and political realms in Germany. This document provides a detailed and comprehensive treatment of four key academic and nonacademic factors that are of interest to U.S. policymakers. They are: (1) national standards in education; (2) teachers' preparation and working lives; (3) the role of school in adolescents' lives; and (4) how students' differences in ability are managed by the school system. This qualitative information provides the supplementary contextual information necessary for educators to assess and interpret the quantitative data collected through the Third International Math and Science Study (TIMSS). Chapter titles are: (1) "Introduction"; (2) "The Development and Implementation of Education Standards in Germany"; (3) Individual Differences and the German Education System"; (4) "The Role of School in German Adolescents' Lives"; and (5) "Teachers and the Teaching Profession in Germany." References for further reading are included. Contains 81 references. (Author/LB)

ED 430 907 SO 031 001

Shumer, Robert
Service, Social Studies, and Citizenship: Connections for the New Century. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Citizenship Education; *Civics; Elementary Secondary Education; Instructional Materials; *Service Learning; *Social Studies; Teaching Methods
IDENTIFIERS- ERIC Digests

This Digest describes how, by connecting service, social studies, and citizenship, civic educators have the potential to begin the new millennium by initiating a "Century of the Caring Citizen". Effective methods for bring about the caring citizen are to allow students to learn and develop through active participation in thoughtfully organized experiences that meet actual community needs; to integrate service into students' academic curriculum and provide structured time for thinking, talking, or writing about the service activity; to provide students with opportunities to use newly acquired skills and knowledge in real-life situations in their own communities; and to enhance what is taught in schools by extending learning into the community and help foster the development of a sense of caring for others. Research indicates that well-conceptualized, well-administered service programs produce positive changes in

undergo theoretical study and subsequent assessment of the learning achieved). In the training model, mentors held the role of mediator between theory and practice and between university and school. A study of the course indicated that it allowed teachers to gain a knowledge of the whole developmental process and to reflect on how social, affective, and cognitive elements were interwoven in their students' daily lives. Surveys of the teachers indicated that they accepted the theoretical issues when they were allowed to consider theory as a useful tool for intervening more efficiently at the operative level. Overall, the researchers concluded that the intervention model and contents of the course were effective. (Contains 69 references.) (SM)

ED 430 926   SP 038 508

Sosin, Adrienne; De Lawter, Kathryn
A Collaborative Action Research Investigation in Teacher Education: The Global Perspectives Calendar as a Methodology for Enhancing Multicultural Teaching.
PUB DATE- 99
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; Consciousness Raising; *Cultural Awareness; Elementary Secondary Education; Higher Education; *Multicultural Education; *Preservice Teacher Education; Student Teacher Attitudes; Student Teachers; *Teacher Collaboration
IDENTIFIERS- *Calendars

This paper describes a study of elementary and secondary teacher education students' experiments in making multicultural calendar artifacts and their explorations and interpretations of artifacts as calendars. Researchers examined multicultural calendar artifacts as objects that documented approaches to multicultural curriculum and investigated how students constructed meaning and interpreted multicultural curriculum questions. Participants were career-change students in a Global Perspectives course designed to promote self-reflection (e.g., examining taken-for-granted presuppositions and stereotypical biases). Students had to create and present multicultural calendars intended for actual future use in teaching. The calendars were designed for constructing multicultural meanings intrapersonally and interpersonally. Students had to present their calendars during class and receive feedback. Study data included original calendar artifacts and their accompanying materials, videotapes of students' class presentations, instructors' and students' interactive observations and feedback, audiotaped discussions between instructors as they interpreted the calendars, student writings, and course evaluations. Results indicated that the multicultural calendars showed how graduate career-change student teachers envisioned their future work in curriculum making, teaching, and holistic evaluations. Creating multicultural calendars enabled students to get in touch with their ideas and beliefs about approaching diverse students and curriculum and become confident in contributing to a school community. The calendars made possible an exchange of views between colleagues interested in developing students' global perspectives. (Contains 51 references.) (SM) school-wide remedial projects and class size effects; and the federal policy debate about class size (which is shifting slightly toward smaller classes). (Contains 43 references.) (SM)

ED 430 944 SP 038 527

Prowelier, Amira
Constructing Female Identities. Meaning Making in an Upper Middle Class Youth Culture.
PUB DATE- 98
NOTE- 284p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Adolescents; *Females; Feminism; High School Students; High Schools; Interpersonal Relationship; Parent Attitudes; Private Schools; Racial Identification; *Single Sex Schools; White Students; Womens Education
IDENTIFIERS- *Identity Formation

This book examines identity formation processes among a cohort of upper middle class adolescent females at Best Academy, an elite, private, independent, single-sex high school for girls. Chapter 1, "Introduction," defines the issue. Chapter 2, "Inside Best Academy: Socialization in the Private Girls' School," examines school structures, curricular forms, and practices that organize social relations in private, single-sex high schools, discussing evidence of social class as a principle organizing code of social relations at Best Academy through which other important and interrelated dimensions are filtered. Chapter 3, "Class Identities in the Borderlands," presents the lived voices and experiences of Best Academy students as they narrate class identity processes, suggesting that class is a border zone where girls actively reshape what it means to be classed and gendered, repositioning themselves as upper middle class girls in relation to meanings and social practices that have been presented to them. Chapter 4, "Race Identities in the Borderlands," explores the constitution of race identities inside a predominantly white school where white girls engage in their own struggles around what it means to be white in a white-washed educational site. Chapter 5, "On the Horizon/At the Frontier: Girls' Projections for the Future," explains the need to shift girls' future projections along trajectories of career, marriage, and family at the frontiers of post-feminist ideology and broader structural shifts in the economy. Chapter 6, " Schooling Our Daughters," hears the voices of parents regarding school choice and expectations for their children's future. Chapter 7, "Conclusion: Repositioning Identities at/in the Center," reviews the study's main findings and implications and makes recommendations for meaningful future work. An appendix presents methodology and research design. (Contains references.) (SM)

ED 430 945 SP 038 529

Hammerman, James K.
Towards an Understanding of Development in Transformational Teacher Education.
PUB DATE- 99
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays

who embraced an information-processing pedagogy had a significantly higher level of computer use than did their behaviorist counterparts. Constructivist teachers' level of computer use was slightly less than that of the information-processing teachers, but was not significantly different from either the behaviorist or information-processing group. Once the personal variables of the teacher were used to predict level of computer use, the pedagogical orientation did not significantly contribute to the prediction of the model. Recommendations were made for the refinement of the questionnaire and for continued research in the relationship between teachers' pedagogical beliefs and instructional computer use. (Contains 20 references.) (Author/SM)

ED 430 963   SP 038 548

Woolley, Sandra L.
What Student Teachers Tell Us.
PUB DATE- 97
NOTE- 13p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (77th, Washington, DC, February 15-19, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Characteristics; *Cooperating Teachers; Elementary Secondary Education; Higher Education; Longitudinal Studies; Preservice Teacher Education; Questionnaires; Student Surveys; *Student Teacher Attitudes; *Student Teacher Supervisors; *Student Teachers; Teacher Characteristics; Teacher Student Relationship

This paper reports on a longitudinal study of student teachers' perceptions of their supervision by cooperating teachers and university supervisors at a small state university. An open-ended survey gathered the opinions of 469 student teachers. Researchers coded survey responses to identify common themes about important skills or characteristics of successful cooperating teachers and university supervisors. Results highlighted 11 themes regarding cooperating teachers' supervision: guide, feedback, expert, style, power, welcome, support, ideas, cooperating teacher choice, evaluation/grades, and triad of student, cooperating teacher, and university supervisor. There were nine themes regarding supervisors: visits, support, help, feedback, availability, expectations, guide, the triad, and grades. Results suggest that workshops and training materials for cooperating teachers and university supervisors should focus on themes that are both important to student teachers and changeable. It appears that it is important and possible to help cooperating teachers learn how to give feedback to student teachers about their teaching and how to guide them through the student teaching semester. It is necessary for university supervisors to give feedback and support as needed throughout the student teaching semester. Cooperating teacher selection criteria should focus on most important but less changeable characteristics. Universities should select cooperating teachers who are regarded as expert teachers and supervisors who have ideas to share with the student teachers they mentor. The student teacher survey is appended. (SM)

ED 430 964   SP 038 549

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Attitude Change; *Attitude Measures; *Evaluation Methods; Interviews; *Program Evaluation; Questionnaires; Reliability; *Research Reports; Selection; *Test Construction; Validity

The "CSE Program Evaluation Kit" is a series of nine books intended to assist people conducting program evaluations. This volume, sixth in the kit, is designed to help an evaluator select or design credible instruments to measure attitudes. The book discusses problems involved in measuring attitudes, including people's sensitivity about this kind of measurement and the difficulty of establishing the reliability and validity of individual measures. It lists many sources of available attitude instruments and gives precise directions for developing questionnaires, interviews, attitude rating scales, sociometric instruments, and observation schedules. It also suggests how to analyze and report results from attitude measures. The following chapters are included: (1) "An Introduction to the Measurement of Attitudes and Attitude Change"; (2) "Essential Preliminary Questions"; (3) "Selecting from among Alternative Approaches to Collecting Attitude Information"; (4) "Finding an Existing Measure"; (5) "Developing Your Own Measures: Questionnaires"; (6) "Developing Your Own Measures: Attitude Rating Scales"; (7) "Developing Your Own Measures: Interviews"; (8)"Developing Your Own Measures; Written Reports"; (9) "Developing Your Own Measures; Observation Procedures"; (10) "Developing Your Own Measures: Sociometric Instruments"; (11) "Validity and Reliability of Attitude Instruments"; and (12) "Summarizing, Analyzing, and Displaying the Data." An appendix contains the names and addresses of publishers of attitude measures. (Contains four tables, seven figures, and eight references.) (SLD)

ED 430 984 TM 028 831

Morris, Lynn Lyons; Fitz-Gibbon, Carol Taylor; Lindheim, Elaine
How To Measure Performance and Use Tests. CSE Program Evaluation Kit, Volume 7. Second Edition.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 171p.; For volumes 1-9 of this kit, see TM 028 825-833. For the first edition, see ED 175 887-894.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Evaluation Methods; Evaluation Utilization; *Performance Tests; *Program Evaluation; Tables (Data); *Test Reliability; Test Use; Test Validity

The "CSE Program Evaluation Kit" is a series of nine books intended to assist people conducting program evaluations. This volume, the seventh in the kit, provides an overview of a variety of approaches to measuring performance outcomes. It presents considerations in deciding what to measure and in selecting or developing instruments best suited to an evaluation's goals. Methods for ensuring validity and employers with the same kind of useful information the federal government and college counselors receive about job applicants. The U.S. Department of Labor asked the National Research Council (NRC) to review the issues related to use of the GATB for screening all job applicants and providing employers with the job applicant's GATB scores. The NRC formed a committee to review the issue, but the committee did not include any industrial organizational psychologists who had studied the GATB. The Committee recommended against the use of the GATB for a number of reasons. These reasons are reviewed, and reasons the report development process and the report itself are flawed are discussed. Criticism of the NRC process centers on the unusual composition of the review committee, the argument the committee made about the meager evidence of benefits from using the GATB, disagreement with the committee's conclusion about the "zero-sum labor market," and some contradictory positions taken in the report. The NRC committee is charged with bias in its evaluation. (Contains 1 figure and 22 references.) (SLD)

ED 431 004 TM 029 836

O'Leary, Neil
Anchorage School District Project EXCELS 1994-97. Final Grant Report. Assessment and Evaluation Report #99-6.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 99
NOTE- 262p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Standards; Curriculum Development; Demonstration Programs; *Educational Assessment; Elementary Education; *Elementary School Teachers; *Faculty Development; Graduate Study; Grants; *National Standards; Program Evaluation; *Social Sciences
IDENTIFIERS- *Anchorage School District AK

This document describes the final grant report for the Anchorage School District (Alaska) project titled Extending Curricular Effectiveness through Links among Standards (EXCELS). This grant was a demonstration project designed to provide extensive professional development related to national standards. A process was developed for bringing national standards in Geography, History, Civics, and English/Language Arts into elementary-level classrooms across the school district. Targeting all 60 of the district's elementary schools, the project attempted to prepare more than 1,100 teachers to implement standards of excellence in the designated social sciences. In addition to preparing all the teachers to deliver a new curriculum based on national and Alaska standards, the project provided a research-based experience to allow 128 teachers to transform their own approaches to teaching and learning and develop an inquiry-based approach to teaching and learning. The professional development component included graduate-level courses connected to the new curriculum. Overall, the project was successful in offering long-term, sustained professional development that supported high expectations for teachers and students. Information in 12 appendixes includes course proposals and information about the new curriculum. (Contains two figures and three tables.) (SLD)

ED 431 005 TM 029 837

Wade, Suzanne E.
Research on Interest: Implications for Curriculum Development and

(3) "Selling No One Short: Connecting Policy and Research in Aotearoa/New Zealand" (Lynne Whitney); (4) "Contextualising the Connections" (Stuart McNaughton); (5) "Users' Expectations: An NZEI Perspective" (Joanna Beresford); (6) "A New Zealand Post Primary Teachers' Association Perspective" (Bronwyn Cross); (7) "A Trustee Viewpoint" (Mark C. Farnsworth); (8) "A Postgraduate Students' Association Perspective" (Farida Tilbury); (9) "Policy Makers' Expectations: Priorities for Educational Research--Ministry of Education" (Howard Fancy); (10) "Policy Makers' Expectations: Education Review Office" (Judith Aitken); (11) "Policy Makers' Expectations: "Te Puni Kokiri" (Paora Howe); (12) "Closing Statement" (Anne Meade); and (13) "Priorities for Educational Research in New Zealand: Notes from Follow-up Workshop, 17 October 1997." Most papers contain references. (Contains four tables.) (SLD)

ED 431 026 TM 029 859

Pommerich, Mary; Nicewander, W. Alan
Estimating Average Domain Scores. ACT Research Report Series 98-5.
PUB DATE- 98
NOTE- 54p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Ability; *Estimation (Mathematics); *Groups; *Item Response Theory; *Scores; Simulation; Test Format; *Test Items
IDENTIFIERS- *Domain Knowledge

A simulation study was performed to determine whether a group's average percent correct in a content domain could be accurately estimated for groups taking a single test form and not the entire domain of items. Six Item Response Theory (IRT)-based domain score estimation methods were evaluated, under conditions of few items per content area per form taken, small domains, and small group sizes. The methods used item responses to a single form taken to estimate examinee or group ability; domain scores were then computed using the ability estimates and domain item characteristics. The IRT-based domain score estimates typically showed greater accuracy and greater consistency across forms taken than observed performance on the form taken. For the smallest group size and least number of items taken, the accuracy of most IRT-based estimates was questionable; however, a procedure that operates on an estimated distribution of group ability showed promise under most conditions. An appendix discusses estimating mean group ability using a latent-variable regression model. (Contains 5 tables, 12 figures, and 21 references.) (Author/SLD)

ED 431 027 TM 029 860

Joyner, Jeane; Williamson, Jan; McMunn, Nancy
Study Guide for Classroom Assessment: Linking Instruction and Assessment.
PUB DATE- 99
NOTE- 74p.; Companion to the manual "Classroom Assessment: Linking Instruction and Assessment," see ED 429 112.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Achievement; *Educational Assessment; Elementary Secondary Education; *Instruction; *State Programs; Study Guides; *Testing Programs
IDENTIFIERS- *North Carolina

Division for Libraries and Community Learning. The second section discusses how public libraries are financed, including municipal funds, county funds, state funds, federal grants, and other income; two tables present operating income for public library services and library system funding for 1997. The final section examines the formula used to distribute state aid to public library systems, including service requirements, formula factors (area, expenditures, population), and a sample aid calculation; two tables present state aid to public library systems for fiscal year 1997-98 and public library system aid for fiscal years from 1988-89 through 1998-99. A list of Wisconsin public library systems and their member counties is appended. (AEF)

ED 430 571 IR 057 350

Bouche, Nicole
Digitization for Scholarly Use: The Boswell Papers Project at the Beinecke Rare Book and Manuscript Library.
PUB DATE- 99
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; Access to Information; *Archives; Higher Education; Information Storage; Information Technology; *Library Collections; Library Services; Optical Scanners; Preservation; Printed Materials
IDENTIFIERS- *Digital Scanning; Digital Technology; Digitizing; *Manuscripts; Scholarly Communication; Special Collections (Library); Yale University CT

This paper reports on a project that involved the digitization of manuscripts from the Boswell Collection (i.e., personal papers of James Boswell) by the Beinecke Rare Book and Manuscript Library at Yale University (Connecticut). In this case, the digitization process was designed to serve a group of scholars already at work on a publication series, and so distinguishes itself from many others by its focus on the scholarly communication process rather than on giving broad access to collections through the Internet. The paper discusses the many reasons that a special collections library might undertake a digital conversion program, and shares the staff's insights into how digital technology has found its place in the Beinecke Rare Book and Manuscript Library. Specifically, the paper discusses: background on the library and the Boswell collection; project origins; forming a digitization strategy, including choices regarding where the library should place its emphasis; getting the project underway; the scanning process; results and benefits for the library; results and benefits for the scholar-editors; and conclusions. (AEF)

ED 430 572 IR 057 351

Smith, Abby
The Future of the Past: Preservation in American Research Libraries.
PUB DATE- 99
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Archives; Cooperative Planning; Evaluation Criteria;

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143), Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Graduates; *Education Work Relationship; Employment; Graduate Surveys; Job Training; *Outcomes of Education; Program Evaluation; Questionnaires; Salaries; *Student Attitudes; *Technical Institutes; Two Year Colleges; *Vocational Followup
IDENTIFIERS- *Wisconsin

The Graduate Follow-up Survey is conducted annually by the Wisconsin Technical College System board to gather data regarding the activities and perceptions of recent technical college graduates. The 1997-98 survey identifies graduates' current activities, determines the extent to which these activities are related to the graduates' educational programs, offers information to be used as tools in career awareness and planning, and provides data to facilitate program evaluation and development. A total of 15,646 Wisconsin technical college graduates were surveyed statewide, with 12,830 participants (82%) responding. The majority of respondents, 46%, said their reason for attending a technical college was to prepare for employment, while 21% said it was to make a career change. The remaining 33% were divided in their motivations for technical training among personal interests, preparing for continuing education, improving job skills, and miscellaneous reasons. Findings indicate that 97% of the graduates were satisfied or very satisfied with their training, 96% are employed; 90% are employed in Wisconsin; and 83% obtained employment in occupations related to their training. The survey also includes median annual salaries by instructional division, with data divided according to the following categories: technical ($28,000); service ($25,200); industrial ($24,022); marketing ($23,778); health ($21,948); business ($21,838); graphics (20,798); agribusiness ($19,758); and home economics ($16,379). The survey instrument is appended. (AS)

ED 430 592 JC 990 256

Partnership for Excellence: Report of Reports. Expenditures for 1998-99 and 1999-00.
PUB DATE- 99
NOTE- 157p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Basic Skills; College Faculty; *College Programs; *Community Colleges; Educational Assessment; *Educational Finance; Educational Objectives; *Expenditures; *Partnerships in Education; *Program Costs; School Personnel; Transfer Programs; Two Year Colleges
IDENTIFIERS- *California Community Colleges

This report summarizes the list of expenditures submitted by 106 California community colleges for the 1998-99 and 1999-2000 fiscal years. It is intended to show how colleges have been using their allocated Partnership for Excellence (PFE) money, and how they intend to use additional funds in 1999-2000. Information is presented by college for six PFE goal area subdivisions: transfer, degrees and certificates, successful course completion, workforce preparation, basic skills, and other activities that may cover more than one goal. Colleges also reported the number of staff to be hired, and the amounts of money being allocated to various activities. The grand totals from all of the 106 colleges show that over the next two abilities, including research and learning strategies, critical thinking, and communication; (3) the various disciplines, including the impact of outcomes on the transfer process for receiving and sending institutions; and (4) faculty concerns over the imposition of a business or industrial model on higher education. The learning outcomes approach may be contrasted against traditional academic approaches by its emphasis on determining curriculum on the basis of: (1) what students need to know, as determined by student and societal needs; (2) what students should be able to do; and (3) what generic abilities should be developed and assessed. The report suggests that learning outcomes should be the based on broad analysis of the long-term needs and social responsibilities of students, which in turn forms the basis for determining curricula. (VF)

ED 430 612 JC 990 279

McGreal, Rory
The TeleEducation NB Programme Development Fund Report, 1993-1998.
PUB DATE- 98
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Uses in Education; *Distance Education; *Educational Technology; Foreign Countries; Higher Education; Instructional Innovation; Internet; Participant Satisfaction; *Program Evaluation; Secondary Education
IDENTIFIERS- *New Brunswick

The Programme Development Fund (PDF) was created to fund the design of distance education courses and programs in New Brunswick. Of the 132 projects funded, 23 were awarded to the private sector, 31 to community colleges, 62 to universities, 12 to non-profit organizations, and 4 to secondary schools. In addition to newly created jobs and the development of more than 167 distance courses, the province has reaped the following benefits from its participation in the program: (1) an increased accessibility to learning opportunities; (2) opportunities to develop multimedia distance learning software; (3) national and international attention; and (4) learning industry contacts outside the province. After the program, PDF recipients evaluated the experience to identify problems and possible improvements. Most problems identified were those of product development, which were due to poor finances, a heavy workload, and administrative problems. Among the recommendations that recipients offered were (1) developers should create and follow a comprehensive business plan and a marketing strategy; (2) team commitment is essential; and (3) enough time should be allowed to overcome technological obstacles. The majority of recipients reported being satisfied with the program procedures and recommend the same form be used in future projects, although some felt that more focus was needed on exportable, possibly profitable projects. (VF)

ED 430 613 JC 990 281

Andrews, Hans A.; Erwin, John
Excellence in Faculty Evaluation...Includes Faculty Buy-in!
PUB DATE- 99
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

2010. This report reconfirms that projection. It also reviews the factors underlying that initial forecast, updates the forecast numbers, and provides a forecast of increasing transfer numbers through 2010. Information is included on the differences in current transfer patterns by institution, and the division of future enrollments is discussed. Alternative factors to those underlying the forecast may also impact transfer trends. The following details are presented: (1) the decline in transfer numbers from 1993-94 through the present year are consistent with a drop in the number of students 19 to 23 years of age enrolled in the colleges two years earlier; (2) transfer numbers will begin to increase this coming year, and will exceed past levels in 2000-01; and (3) the number of transfer students will increase more than 50% in the next ten years. The increase will be spread throughout Washington, though the largest increases will be from the colleges that serve Snohomish and King Counties. Contains 9 tables. (AS)

ED 430 631 JC 990 312

Results of Training for Timber Retraining Benefits Recipients. Research Report No. 99-1.
PUB DATE- 99
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Career Development; *Community Colleges; Educational Objectives; Employment; Enrollment; Environmental Education; *Job Training; *Natural Resources; Participant Satisfaction; *Retraining; Success; Tables (Data); *Technical Institutes; *Two Year College Students; Two Year Colleges
IDENTIFIERS- Student Satisfaction; *Washington Community and Technical Colleges

This report reviews the accomplishments of the Timber Retraining Benefits (TRB) program of Washington's 32 two-year colleges. These colleges served 1,651 TRB workers in 1997-98, and 7,000 workers since the program inception in 1991. The report, based on data from college enrollment records and unemployment insurance system data, provides detailed information about the colleges' performance. The main findings reported are: (1) workers impacted by the downturn in natural resource jobs are able to return to employment after completing training, with 81% of TRB graduates obtaining employment; (2) workers are able to complete the training of their choice and find employment at prevailing wages, with the average TRB student entering new jobs at $10.80 per hour; (3) workers with low educational attainment are able to enroll in basic skills training in preparation for completion of the equivalent of high school; and (4) workers are able to enroll in training programs for demand occupations requiring new skills. The report includes information on TRB student characteristics, industries of dislocation, wages and employment, and placement rates. Evidence supports the notion that community and technical college training for dislocated natural resource workers is relevant to the training needs of the state of Washington and to the workers in the program. Contains 13 charts and tables. (AS)

ED 430 632 JC 990 313

Welfare Enrollments and the Start-up of Workfirst Wage and Skill Progression Training. Research Report No. 99-2.

NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrators; Business Correspondence; *Business Education; Community Colleges; Entrepreneurship; Institutional Evaluation; *Job Training; *Noncredit Courses; Telephone Surveys; Two Year Colleges
IDENTIFIERS- *Johnson County Community College KS

In March 1999, as part of the 1998-99 Board of Trustees' environmental scan, the Office of Institutional Research at Johnson County Community College, Kansas, conducted a telephone survey of 501 Johnson County companies with at least 20 employees for which JCCC's Business and Industry Institute had not provided training in the past 3 years. Findings indicate that three-quarters of the companies interviewed provided formal training for their employees during the past year. Most companies interviewed (88%) used their own employees as trainers. Over 150 different companies, organizations and institutions were cited by respondents as providers of formal training for companies surveyed, indicating that the training market for businesses in Johnson County is extremely fragmented. About 40% of the companies not using the JCCC Business and Industry Institute to train their employees do use outside companies to provide training for their employees. Two factors that were rated by companies as most important in selecting a provider of training were relevance of the subject matter and the trainer's experience in the field. While 60% of respondents were aware that JCCC provides noncredit training for businesses, less than half of these individuals are familiar with the training provided. Results imply that, although almost all respondents had heard of Johnson County Community College, name recognition does not automatically extend to awareness of JCCC as a provider of training for business. Significant additional communication, marketing, and advertising efforts are needed to inform potential clients of business training services at JCCC. Appendices contain tabled survey results and the survey instrument. (AS)

ED 430 651 JC 990 338

Weglarz, Shirley
Internet Training Needs Inventory.
PUB DATE- 99
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Distance Education; Instructional Development; *Internet; *Job Training; Mail Surveys; Professional Development; Questionnaires; Tables (Data); *Technology; Two Year Colleges
IDENTIFIERS- *Johnson County Community College KS

The Office of Institutional Research at Johnson County Community College (JCCC), Kansas, conducted a survey to help determine the level of interest in Internet training courses. Surveys were mailed in November 1998 to 9,982 individuals selected from six lists representing the JCCC Business and Industry Division's current and potential clients. A total of 667 replied. Major findings indicate that 83% of all respondents involvement in the preschool setting, as well as specific evaluation of the multiple aspects of their social thought, including perspective taking, prosocial comprehension, social representation, and self-esteem. Analyses revealed four modes of social thought: (1) cohesion-centered; (2) insecure-self-centered; (3) conflict-centered; and (4) socially-centered. In line with a sociogenetic perspective of social information processing, both social and nonsocial activities in the preschool setting, as well as transactional emotional state, were implicated with individual differences in modes of social thought. Children who were conflict-centered were more involved in constructive play with objects, whereas socio-centered children were more affectively neutral and reflexive. Transactions with adults were positively correlated with agonistic processing and negatively correlated with ambiguous processing. (Contains 10 references.) (Author/KB)

ED 430 669 PS 027 524

Dubow, Eric F.; Pargament, Kenneth I.; Boxer, Paul; Tarakeshwar, Nalini
Religion as a Source of Stress, Coping, and Identity among Jewish Adolescents.
PUB DATE- 99
NOTE- 13p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Albuquerque, NM, April 15-18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescent Development; *Adolescents; Anti Semitism; *Coping; *Identification (Psychology); *Jews; Middle Schools; *Religion; Religious Factors; Social Support Groups; Stress Management; *Stress Variables
IDENTIFIERS- *Identity Formation; Religiosity; Religious Experiences; Spiritual Experiences

This study examined the degree to which religion is perceived as a source of stress and as a coping resource among Jewish students. Subjects, 75 sixth- through eighth-grade students in a Midwestern city, completed a survey in Sunday school. Twenty of the students also responded to a structured interview about their stressors and coping strategies. The mean age was 12.60 years with 56 percent of the sample being males. Forty-eight percent attended a Reform, 31 percent a Conservative, and 21 percent an Orthodox synagogue. Over 50 percent of the sample reported having experienced a variety of religious stressors in the past year, such as being restricted from activities due to the Sabbath or experiencing anti-Semitic comments. In responding to the Brief Religious Coping Strategies Scale for Jewish Children, developed for this study, students endorsed a variety of religious coping strategies from each of three factors: (1) seeking God's direction/support; (2) seeking cultural/social support; and (3) spiritual struggle. Religious stressors and coping strategies were positively related to several measures of Jewish identity. (Author/KB)

ED 430 670 PS 027 554

Abraham, Ronalda; Turner, Nita
Mothers' Prenatal Activities Predict Adjustment to Pregnancy and Early Parenting.
PUB DATE- 99
NOTE- 18p.; Paper presented at the Biennial Meeting of the

level on four dimensions of emotional intelligence, using the Trait Meta-Mood Scale (TMMS). This study assessed children's ability to self-report on the emotional attention, emotional clarity, and emotional repair dimensions of emotional intelligence, using a modification of the above scale, the Trait Meta-Mood Scale for Children (TMMS-C). A total of 691 elementary school children from grades 3 to 7 completed a 28-item scale combining adapted items from the TMMS and a measure of dispositional optimism. Subjects also completed scales measuring depressive symptoms, social anxiety and social avoidance, and life satisfaction, as well as a friendship assessment. Internal validity of the TMMS-C was tested by assessing the reliability of subscales. Convergent external validity was assessed by examining the relation between children's self-reports on the TMMS-C and their self-reports on other measures of emotion regulation. Divergent external validity was assessed by examining the relation between self-perceived emotional competence (TMMS-C) and measures of perceived and objective social competence. In addition, the relation between TMMS-C subscales and children's adjustment was assessed, using a measure of life satisfaction. Results indicated that the measure had adequate internal reliability (subscale Cronbach's alphas .58 to .76) and that children's reports about their emotional competence were linked in important ways to their social competence and adjustment. (Author/KB)

ED 430 689 PS 027 621

Kohl, MaryAnn F.
Making Make-Believe: Fun Props, Costumes and Creative Play Ideas.
PUB DATE- 99
NOTE- 383p.; Illustrations by K. Whelan Dery.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Activities; Books; Childrens Literature; Class Activities; Cooking Instruction; *Creativity; Dramatic Play; Early Childhood Education; Imagination; Learning Activities; Parent Materials; *Play; *Pretend Play; Puppetry; Recipes (Food); Role Playing; *Young Children
IDENTIFIERS- Costumes; Hats; Masks; Play Learning; *Play Materials

Intended to encourage children to develop their imaginations naturally, with only a small amount of help from adults, this book presents over 125 activities for creative and pretend play for young children. The book's introduction describes the importance and benefits of pretend play, the adult's role, and needed materials and space. The activities are presented in seven chapters: (1) "Play Settings and Imagination Spaces"; (2) "Little Scenes and Mini-Play"; (3) "Puppets and Sets"; (4) "Hats, Costumes, and Masks"; (5) "Storybook Play & Pretend," with activities related to popular children's books; (6) "Let's Play Make-Believe"; and (7) "Cooking, Games, and Other Activities Too Fun To Miss." Each activity includes drawings to illustrate the project and icons to assist readers in evaluating the project with regard to type, time needed for preparation, and ease of use. In addition, each activity lists the materials needed, lists the steps for completion, notes which steps require adult supervision, and presents additional ideas related to the activity. Three indices organize activities by type, materials used and skill level, and project grade reading proficiency test; (2) number of children receiving child care assistance or participating in Head Start programs; (3) children's health status; (4) participation in programs that alleviate poverty and promote self-sufficiency; and (5) family movement from welfare to work. Findings indicated that 68 percent of the fourth graders taking the reading proficiency test in 1998 passed; under new 1999 proficiency standards, only 47 percent would have passed. More than $277 million was available in fiscal year 1999 for child care assistance, with a monthly participation of 62,618 children. Head Start participation was 57,159 children in 1998. About 40 percent of Ohio infants born in 1997 had at least one risk factor. In 1997 almost 8 percent of infants were born at low birthweight. The number of children enrolled in Medicaid in December, 1998 was 560,731 and was expected to increase by approximately 104,000. Over 670,000 Ohio families received the federal Earned Income Credit in 1997. Thirty-four percent of families owed child support received at least one cash payment in 1997, up from 21 percent in 1990. Ohio public assistance caseloads dropped by 46 percent from September 1995 to September 1998. However, more than 26,077 Ohio adults may use up their time limit by October, 2000. The report concludes with data definitions, data sources, and calculations. (KB

ED 430 708 PS 027 659

Shen, Yuh-Ling; Peterson, Gary
Effect of Chinese Parental Practices on Their Adolescent Children's School Performance, Moderated by Student's Conformity to Parents, Self-Esteem, and Self-Efficacy.
PUB DATE- 99
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Adolescent Attitudes; Adolescent Development; *Adolescents; Chinese Culture; Compliance (Psychology); *Conformity; Foreign Countries; Grade Point Average; Models; *Parent Child Relationship; *Performance Factors; Secondary Education; *Self Efficacy; *Self Esteem; Student Motivation
IDENTIFIERS- China; *Chinese People; Disciplinary Styles; Parenting Styles

This study examined how parental practices in mainland China influence adolescents' school performance, including school motivation and grade point average (GPA), when moderated by self-esteem and self-efficacy. Participating in the study were 497 students, ranging in age from 12 to 19 years, attending six public junior and senior high schools. Subjects completed a questionnaire designed to assess adolescents' perception of parental support, reasoning, monitoring, punitiveness, and autonomy granting, as well as subjects' school motivation, self-esteem, self-efficacy, and conformity to parents. The findings indicated that all five parental practices were significant predictors of at least one of the moderating variables: conformity to parents, self-esteem, and self-efficacy. Parental support and monitoring were positive predictors of conformity, whereas parental reasoning and autonomy-granting were positive predictors of self-efficacy. Parental punitiveness and autonomy-granting predicted self-esteem. Both conformity to parents and self-efficacy had positive effects on school motivation, with

Part 2 delineates the characteristics of quality child care, discusses tools for promoting quality, and describes model programs. Part 3 considers the affordability of child care, focusing on funding of services, the role of infrastructure, and the educare model. Part 4 discusses the accessibility of child care, describes the barriers to securing good care, and outlines how child care resource and referral provides and coordinates services and programs for children and families. Each of the four parts contains references. (KB)

ED 430 727 PS 027 679

Hoyle, Sally G.
When Do I Go Home? Intervention Strategies for Foster Parents and Helping Professionals.
PUB DATE- 99
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Biological Parents; Caregiver Child Relationship; Change Strategies; Child Welfare; Cultural Differences; Emotional Adjustment; *Foster Care; *Foster Children; *Foster Family; Helping Relationship; Intervention; Social Workers

Noting that meeting foster children's needs with sensitivity and compassion creates challenges for foster parents and helping professionals, this booklet narrates the experiences of two foster children to launch a discussion of challenges faced by foster children and appropriate child welfare intervention strategies. Part 1 tells the story of Karli and her infant brother Jon who are removed from their home in the middle of the night and placed in separate foster homes. Part 2 identifies nine challenges illustrated by the children's experiences and relevant caseworker strategies: (1) when a child is placed in foster care, a series of unpredictable events occur; (2) although foster parents and helping professions feel negatively toward the biological parent because of their abusive or neglectful practices, the child sees nothing wrong with their parent; (3) the child is accustomed to raising siblings; (4) the child hears adult conversation about him/her; (5) it is not clear where the parents are when the child is removed; (6) changing schools; (7) the child is wary about meeting new people; (8) cultural differences in food, clothing, and customs; and (9) the child experiences conflicting feelings about visitation. The booklet concludes with a list of print, website, and organizational resources. (KB)

ED 430 728 PS 027 680

Layton, Mary J.
Advancing the Message: Tips and Suggestions for Communications People in Child Welfare Agencies.
PUB DATE- 97
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

enrollments ranging from 70 to 370 students. Findings indicate that it is more difficult to financially support small rural high schools than small rural elementary schools. Rural districts had limited capability to raise local revenue because of their low assessed valuation per pupil, which was associated with low assessment rates of agricultural real estate compared to residential and commercial property. District expenditures per pupil were below the state average and declined as enrollment increased. The student-teacher ratio was lower in K-12 districts than in K-8 districts; these lower ratios were associated with higher expenditures per pupil, higher operating levies, and lower teacher salaries. All teachers were underpaid relative to the state mean, but teachers in small K-12 districts were paid less than teachers in small K-8 districts. This implies that the conversion of small K-12 districts to K-8 districts may be an effective strategy to improve rural teacher salaries. Compared to state averages, small rural schools had better educational outcomes, suggesting that underfunding and low teacher salaries did not influence educational outcomes. Contains 8 tables, 9 figures, and 12 references. (Author/TD)

ED 430 746 RC 021 967

Pugach, Marleen C.
On the Border of Opportunity: Education, Community, and Language at the U.S.-Mexico Line. Sociocultural, Political, and Historical Studies in Education.
PUB DATE- 98
NOTE- 202p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Biculturalism; Bilingual Education; Bilingual Students; *Bilingualism; *Community Relations; Community Study; Ethnography; *High School Students; High Schools; Immigrants; *Language Usage; Mexican American Education; *Mexican Americans; Rural Schools; School Community Relationship; Small Towns; Student Experience
IDENTIFIERS- *Mexico United States Border; New Mexico (South); Sense of Community

The U.S.-Mexican border is an extensive geographical region that is socially and economically distinct from either the United States or Mexico. It has always been a multilingual and multicultural place. This book examines the social and cultural complexities of life in one small rural border town and its high school. Chapter 1 describes Havens, New Mexico, and its interdependence with its Mexican neighbors. Chapter 2 introduces three "cultural mediators," two students and one teacher from Havens High School. These individuals are highly conscious of their border-bound lives and work actively to mediate between their local and Mexican cultures. Chapter 3 presents the language landscape in the community and in the schools, focusing on the uses of Spanish and English. This is followed by a specific description of the district's bilingual education programs in chapter 4. Chapter 5 introduces the social structure of the high school and describes student interactions across cultural lines. Chapter 6 presents an alternative metaphor for thinking about the border, and identifies markers of opportunity that already exist in Havens as it works toward defining what it means to be a bicultural and binational community. The epilogue reviews progress in bicultural relations, the effect of new U.S. immigration laws, and how hospitality has been the foundation of Havens' cross-border relationships. Contains 35 references, notes, and an

Evaluation of Quest High School Rally, February 1999.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change Agents; Change Strategies; Collegiality; *Educational Change; Educational Cooperation; High Schools; *Interschool Communication; Learning Strategies; *Networks; Parent Participation; Program Evaluation; *Regional Cooperation
IDENTIFIERS- Reflective Inquiry; *School Improvement Teams

As part of its contract to develop a framework for continuous school improvement in its four-state region (Kentucky, Tennessee, Virginia, and West Virginia), Appalachia Educational Laboratory staff designed the Quest project. Based upon principles of inquiry, collaboration, and action research, Quest supports and investigates ongoing school improvement efforts through rallies, summer symposia, a Scholars program, visits to participating schools, communication via listserv and mailings, and the creation of a Quest network of schools. This report describes and assesses a high school network rally, held on February 15-16, 1999, and a Quest Scholars meeting held on February 14, 1999, in Roanoke, Virginia. Teams consisting of students, teachers, parents, and administrators from six high schools attended, for a total of 36 participants. At the Scholars' meeting, five participants and Quest staff planned a summer symposium and discussed how schools might collect data to document their Quest journey. Rally evaluation data were generated by evaluator participant observation, unstructured interviews, and three feedback forms. Data indicate that the rally's six goals--connect with colleagues, create a learning community, connect with concepts related to continuous school improvement, create personal and shared meaning, commit to continue learning with this community, and commit to continue this Quest back home--were met very well. The goal concerning connecting with colleagues was best met; the two goals concerning the creation of and commitment to the Quest learning community were the least well achieved, perhaps because of the high number of attendees new to Quest events. Participants also rated specific sessions or activities concerning the California Protocol process, brain-based learning, student voice and involvement, and review of school improvement plans. Appendices present feedback forms and the evaluation standards checklist. Contains 18 references. (Author/TD)

ED 430 764 RC 021 995

Howley-Rowe, Caitlin
Interview Evaluation of Leadership To Unify School Improvement Efforts (LUSIE).
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Change Strategies; Collegiality; *Educational Change; Educational Cooperation; *Educational Planning; Elementary Secondary Education; *Improvement Programs; *Long Range Planning; Program Evaluation; Self Evaluation (Groups); Theory Practice Relationship

*Chemistry; Foreign Countries; Higher Education; *Knowledge Base for Teaching; *Pedagogical Content Knowledge; *Science Teachers; *Scientific Concepts; Scientific Principles; Secondary Education; *Teacher Attitudes; Teacher Effectiveness; Teaching Methods
IDENTIFIERS- Netherlands

In recent years, there has been a growing interest in the knowledge base of prospective science teachers. An important part of their pedagogical content knowledge (PCK) consists of concerns about teaching. Most of the research on these concerns is focused on rather general teaching issues, and little is known about their concerns dealing with teaching specific science issues. This paper presents an exploratory study of prospective teachers' concerns about teaching a central issue in science: linking macroscopic phenomena with microscopic particles and symbolic representations such as formulas and equations. Teaching this issue evokes a lot of students' conceptual difficulties, and for that reason, may evoke pedagogical content concerns (PCC) among prospective teachers. In this naturalistic case study, prospective teachers (n=8) were interviewed before and after the first two weeks of lessons about relevant topics at a macro-micro symbolic interface. The semi-structured interviews and the lessons were audiotaped and analyzed. The results reveal a number of important characteristics of the nature of the development of prospective science teachers' PCC. Implications of the study for science teacher education are discussed. Contains 30 references. (Author/WRM)

ED 430 779   SE 062 410

Karunaratne, Sunethra
Family and Culture: Are Minorities Smart Enough To Learn Science? Working Paper No. 41.
PUB DATE- 98
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- After School Programs; Cultural Background; Elementary Education; Enrichment Activities; Life Style; Middle School Students; Middle Schools; *Minority Groups; Parent Role; Parent Student Relationship; *Science Activities; Science Careers; *Science Education; Science Process Skills; Science Programs; Scientists; *Self Esteem; World Views

This study investigated the influence that family and community cultures have on the teaching and learning of science in an after-school program. The Family Science Project provided an environment for third and fourth grade children to learn science with their parents, other adults, and middle school students. Sessions were held once a week for approximately one and one-half hours for six to eight weeks in the Fall and Spring semesters over two years. The middle school students, called the "Junior Scientists," assisted elementary children and at the same time learned science with them and with the adults. The 20 participants were interviewed at the beginning of the program and at the end of one year. The study found that the self-esteem of students and parents increased as a result of the program. All of the groups discussed in this study (parents, elementary and middle school students) were able to form positive images of scientists, and the middle school students seem to have developed meaningful science skills. Also, parents felt their children were better able to stay attentive and focused in their science and math classes.

teachers play in supporting parent involvement at home and at school. Research suggests that teachers can improve parent involvement by strengthening home-school connections and improving teacher-parent relationships. The product of this project, a handbook on home learning and parent involvement, provides suggestions for teachers on how to improve parent involvement, strengthen home-school connections, and encourage positive parent-child interaction at home. The last section of the handbook is a comprehensive guide that lists learning experiences parents can provide their children at home in order to promote development in literacy, math, and science. (Author/WRM)

ED 430 801 SE 062 586

"The Future of Secondary Science Education: Charting a Course for Renewal." Proceedings of the Alberta Science Education Leaders' Symposia (Calgary, Alberta, Canada, December 5, 1997) and (Edmonton, Alberta, Canada, March 13, 1998).
PUB DATE- 98
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Curriculum Evaluation; Educational Change; Faculty Development; Foreign Countries; Futures (of Society); Science Curriculum; *Science Education; Science Programs; Secondary Education; Teaching Methods
IDENTIFIERS- Alberta

This paper features a summary of comments and suggestions from participants in the Alberta Science Education Leaders' Symposia on the future of secondary science education. Topics discussed include needs, challenges, and concerns in science education; suggestions for change; renewing secondary science programs; professional development of teachers; partnerships; and programs for both the Calgary and Edmonton symposia. (CCM)

ED 430 802 SE 062 587

Wang, Jianjun; Staver, John
An Examination of Science Items in TIMSS.
PUB DATE- 99
NOTE- 10p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (72nd, Boston, MA, March 28-31, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Rating; Elementary Secondary Education; Foreign Countries; *Item Analysis; *Science Tests; Test Construction; *Test Items
IDENTIFIERS- *Third International Mathematics and Science Study

Development of the test instrument in the Third International Mathematics and Science Study (TIMSS) was based on the expertise of many researchers, including "distinguished scholars from 10 countries" who participated on the TIMSS Subject Matter Advisory Committee. However, a close examination of the TIMSS Science items suggests that not all the items measure student science achievement. Thus, cautions are raised from this study to urge researchers and policymakers to take a more mindful stance against potential misinterpretation of TIMSS scores in international comparisons. (Author/WRM) motivating facilitators to provide workshops for teachers of ELLs so that environmental education is extended to these children, a group often underserved by EE providers, and assisting facilitators in using workshop strategies and techniques that will accommodate the needs of ELD educators and their ELL students, thereby expanding the participation of both teachers and children in environmental education. Sections include: (1) The Demographics: Who Are California's English Language Learners? (2) Joining Together: How Are Environmental Education and English Language Development Linked? and (3) What Strategies Can Environmental Education Providers Use to Ensure Comprehensible Input for All English Language Learners? Contains 14 references. (CCM)

ED 430 825 SE 062 639

Corcoran, Peter Blaze, Ed.; Elder, James L., Ed.; Tchen, Richard, Ed.
Academic Planning in College and University Environmental Programs: Proceedings of the 1998 Sanibel Symposium (Florida Gulf Coast University, March 6-7, 1998).
PUB DATE- 98
NOTE- 124p.; Afterword by Anthony Cortese.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Curriculum Development; Educational Planning; Educational Resources; *Environmental Education; Higher Education; Instruction; Sustainable Development; Teacher Education

This document contains the proceedings of the a Sanibel Symposium. Papers include: (1) "Sense of Place on Sanibel Island" (Kristi Seamon Anders); (2) "Transformation or Irrelevance: The Challenges of Academic Planning for Environmental Education in the 21st Century" (David Orr); (3) "A Vision in the Making" (Jack Crocker); (4) "The Pedagogy of Place: What Do Our Campuses Teach?" (Rocky Rohwedder); (5) "Academic Planning as a Catalyst in Realizing the Role of Children and Youth in Sustainable Development" (Louise Chawla); (6) "Universities and Youth in Community-Based Sustainable Development" (Charles Hopkins); (7) "Allegheny College and Meadville, Pennsylvania Collaborate to Improve Education, the Environment, and the Economy" (Eric Pallant); (8) "Environmental Education in an Information Age; Confusion, Information, or Understanding?" (Milton McClaren); (9) "Sunrise on Sanibel Island" (Phyllis Hannon); (10) "Standards-Based Education and Its Impact on Environmental Education: Separation or Equalization?" (George Davis); (11) "Information Technology and Environmental Education: Separation or Equalization?" (Mary Paden); (12) "Environmental Education in Teacher Education" (Collette Hopkins); (13) "Environmental Studies in Liberal Arts Colleges" (James L. Elder); (14) "Environmental Sciences in Universities" (Edward J. Kormondy); and (15) "Whither? A Learned Society for Faculty in College and University Environmental Programs" (James L. Elder). (CCM)

ED 430 826 SO 029 169

Webb, Farren
The World Wise Consumer: Consumer Strategies in an Age of Scarcity.
PUB DATE- 95
NOTE- 142p.; Contributors to the publication are Bruce Koranski, Twila O' Hotto, and Bridget Bohan.

Community"; and (3) "Celebrating Landmarks." Each lesson contains student activities, questions, and student worksheets. The document concludes with suggestions for integrating landmarks into the curriculum, a list of Internet and print resources, and credits. (MM)

ED 430 846 SO 029 702

Enlarging the Profession: Scholars Teaching History. A Plan of Action from the NCHE Conference, "Preparing Knowledgeable and Effective History Teachers."
SPONS. AGENCY- Lynde and Harry Bradley Foundation, Milwaukee, WI.
PUB DATE- 97
NOTE- 10p.; Based on a NCHE conference (Lake Geneva, WI, October 17-18, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- High Schools; Higher Education; *History Instruction; *Knowledge Base for Teaching; Middle Schools; *Scholarship; Social Studies; Student Needs; Teacher Education; *Teaching (Occupation)
IDENTIFIERS- *National Council for History Education

This position paper outlines the actions of a National Council for History Education (NCHE) conference. A six-part action plan was elaborated for offering students a solid and engaging study of history by enlarging the profession to include "scholars teaching history." The paper cites 29 points broken down into the following 6 sections: (1) "Actions by and for Teachers"; (2) "Actions by and for Education School Faculty Members and Deans"; (3) "Actions by and for University Historians and Department Chairs"; (4) "Actions by and for Local School Administrators and School Committee/Board Members"; (5) "Actions by and for Representatives of State Departments of Education"; and (6) "Actions by and for Members of State Education and University Governing Boards." In addition, the paper considers how NCHE, with its resources, can help all those who want to respond with action to enlarge and sustain a corps of scholars teaching history in the schools. The paper reiterates the most promising features of the national campaign for history education reform: (1) basic history education should include fundamentals knowledge and an understanding of the way such knowledge is discovered and verified; and (2) knowledgeable students of history are best taught by instructors who have a deep background in the subject-matter-content of history and a thorough understanding of effective ways to help students learn the content and skills of history. (BT)

ED 430 847 SO 029 703

Flavin-McDonald, Catherine; McCoy, Martha L.
Facing the Challenges of Racism and Race Relations: Democratic Dialogue and Action for Stronger Communities. 3rd Edition.
PUB DATE- 97
NOTE- 57p.; For a related guide, see SO 029 704.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Citizenship Education; *Community

individual research projects about the lives of 15th and 16th century European explorers, and work in teams to discover the complexities of a sea voyage at that time in history; and (3) "Encounters," students study in-depth the population of the North American continent before 1492, and what happened to native cultures when Europeans arrived with ideologies, weapons, and diseases. Student worksheets, background information, bibliographies, and suggestions for integrating ideas and making interdisciplinary connections are provided. (MM)

ED 430 866 SO 029 986

Roelofs, Anna; Smaby, Beverly
The Meeting at Newtowne: A Play Set in 17th Century New England.
PUB DATE- 92
NOTE- 62p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship Education; Class Activities; *Colonial History (United States); *Community Involvement; Drama; Elementary Secondary Education; *Government Role; Local Government; Social Studies
IDENTIFIERS- Daily Activities; Drama in Education; Historical Background; *New England; Regional History; Seventeenth Century; Town Meetings; *Village Life

This play, intended for use in classrooms (grades 3-12), introduces ideas about village life in New England during the 17th century. The play helps students learn about values, customs, language, and problems of settlers in colonial New England. The setting of the play is Newtowne, (now known as Cambridge) Massachusetts in 1635. The play's theme is governance. Community scenes are set before and after town meetings. Material in the play is drawn from the Massachusetts town records of Cambridge and Dedham as well as from other historical sources. A preface discusses writing and using the play. Teaching notes, study questions, a glossary, a 10-item teacher bibliography, and a 25-item student bibliography are included. ((BT))

ED 430 867 SO 029 999

Veldhuis, Ruud
Education for Democratic Citizenship: Dimensions of Citizenship, Core Competencies, Variables, and International Activities.
SPONS. AGENCY- Council of Europe, Strasbourg (France).
PUB DATE- 97
NOTE- 44p.; Paper presented at the Seminar on Basic Concepts and Core Competencies (Strasbourg, France, December 11-12, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizenship; *Citizenship Education; Definitions; *Democracy; Elementary Secondary Education; Foreign Countries; Global Approach; Models; *Political Attitudes; *Social Studies; Student Educational Objectives
IDENTIFIERS- Netherlands

A citizen of a democratic country should possess certain attitudes, skills, and knowledge to understand and participate in the process of political decision-making. A discussion on

NOTE- 87p.; For additional Idaho Scope and Sequence Guides, see SO 030 614-615.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Elementary Education; *Evaluation Methods; Learning Strategies; *Music; *Music Education; Public Schools; *Skill Development; State Curriculum Guides; *State Standards; Student Educational Objectives
IDENTIFIERS- *Idaho; Scope and Sequence

This guide is organized around a list of music skills that all Idaho students should know and be able to do at each grade level from kindergarten through sixth grade. The guide provides parents, teachers, and students with knowledge of what is being taught in a logical scope and sequence by grade level. Its purpose is to help build a basis for curriculum development, instructional strategy, and assessment practices, and to provide consistency across the state in what is being taught and learned. The listed set of music skills are to be learned at a factual, applied/analysis, or synthesis/evaluation level sample assessment methods for teacher use are included. "Target skills" and "sample assessment methods" are the headings for the chart. Skills are identified by grade level and were selected based upon: (1) the knowledge of many classroom teachers; (2) skills identified in scope and sequence charts of textbooks on Idaho's textbook adoption list; (3) skills measured on the Iowa Test of Basic Skills; (4) skills measured on Idaho's direct assessments; and (5) input from educators, patrons, and parents. (BT)

ED 430 888 SO 030 619

Nebraska Social Studies/History Standards K-12.
PUB DATE- 98
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Citizenship Education; Civics; Economics; Elementary Secondary Education; Geography; Learning Strategies; *Social Studies; State Curriculum Guides; *State Standards; Student Educational Objectives; *Thematic Approach; United States Government (Course)
IDENTIFIERS- *Nebraska

Social studies promotes civic competence through the integrated study of the social sciences and humanities. This Nebraska framework states that the primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse and democratic society in an interdependent world. The framework outlines the teaching of social studies in Nebraska schools for kindergarten through twelfth-grade and considers the traditional curriculum as concentrating on social core content subjects, such as history, geography, civics, economics, and government. The following 10 themes are used in a social studies classroom: (1) civic ideals and practices; (2) culture; (3) global connections; (4) individual development and identity; (5) individuals, groups, and institutions; (6)

students, including increased social and personal responsibility, more favorable attitudes toward adults, growth in moral and ego development, and increased self-esteem. For social studies teachers to effectively implement service-learning, they should be involved in service activities in their pre-service training by participating in classrooms where service learning projects are taking place. Existing guidelines on service-learning describe the important components of high-quality programs: (1) provide choice and challenge to students; (2) connect schools and communities in positive ways that meet real needs; and (3) engage in ongoing program assessment and evaluation. Concludes with a list of 12 references. (JH)

ED 430 908 SO 031 022

NAEP 1997 Arts Report Card: Eighth-Grade Findings from the National Assessment of Educational Progress. CD-ROM .
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 0p.; For printed version of this NAEP Report, see ED 423 213. The CD-ROM requires "QuickTime 2.1.2 (included in CD-ROM) to be installed for the report to be accessed.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Non-print Media (100)
DESCRIPTORS- *Academic Achievement; Academic Standards; *Art Education; *Dance Education; Grade 8; Junior High Schools; Music Education; National Competency Tests; National Standards; Optical Disks; Standardized Tests; *Student Evaluation; *Theater Arts; *Visual Arts
IDENTIFIERS- *National Assessment of Educational Progress

This "NAEP Arts Report Card" for music, theater, visual arts, and dance is in the form of a CD-ROM. This version includes recordings, videos, and other materials used as stimuli for students, extensive examples of student works of art and performances, and explanations of how these works of art and performances were scored. The report's purpose is to inform educators, policymakers, and the public about student achievement in the arts at the grade 8 level. The 1997 arts assessment was designed according to specifications described in the National Assessment of Educational Progress (NAEP) "Arts Education Assessment Framework." The "Framework" was developed between 1992 and 1994 through a consensus process involving arts educators, artists, policymakers, representatives from the business community, assessment specialists, and members of the public. The central principle underlying the arts framework is that a complete and rich arts education is a crucial part of the curriculum, and that such an education must emphasize creating and performing as much as studying and analyzing works of art. The major findings of the assessment are that a large percentage of grade 8 students attend schools in which music and visual arts were taught usually by specialists; most students attend schools in which instruction following state or district curricula was offered in music and visual arts, but not theater or dance; and most visual arts and music instruction took place in school facilities that were dedicated to that subject. The CD-ROM offers a menu of: (1) "Overview"; (2) "General Results"; (3) "Music"; (4) "Theatre"; (5) "Visual Arts"; (6) "Dance"; and (7) "Appendices." Included also is an audio, video, and picture index. (LB)

ED 430 909 SP 038 304

ED 430 927 SP 038 509

Sosin, Adrienne
Achieving Styles as a Framework for Reflection: A Continuation of Work in Progress.
PUB DATE- 99
NOTE- 32p.; Paper presented at the Annual Meetings of the New England Educational Research Organization (Portland, Maine, May 1998) and the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement; Elementary Secondary Education; Field Experience Programs; Higher Education; Preservice Teacher Education; *Reflective Teaching; *Self Evaluation (Individuals); Student Teachers; Student Teaching; Urban Schools
IDENTIFIERS- *Reflective Thinking

This is a continuation study of the use of the achieving styles framework as an instigator for self-reflection among education students. The purpose of the research was to find whether the personal results of taking an achieving styles inventory could provide a means of promoting self-reflection (in this case, for undergraduate teacher education students engaged in experiential learning). The study sample was 19 students, 18 female and 1 male, participating in an undergraduate reading methods class which stressed field experience in an urban preservice program. The Achieving Styles Inventory (Lipman-Blumen & Leavitt, 1985) was completed in class during the Spring 1997 semester. Results were tabulated and returned by the instrument's designer. Quantitative results are reported and analyzed. Qualitative data collection and analysis subsequent to the previous presentation appear in this paper. Five of the six students for whom qualitative data were collected tied their results to their prospective teaching careers. The analysis of these responses indicate that the Achieving Styles Inventory instigated self-reflective behavior on the part of these students. Further research will include collection of additional data from students who did not respond to the followup questionnaire. (Contains 19 references.) (Author/SM)

ED 430 928 SP 038 510

Ahlstrand, Elisabeth; Nilsson, Kerstin
Preparing To Become a Reflective Practitioner: A Swedish Perspective.
PUB DATE- 99
NOTE- 6p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; Higher Education; Journal Writing; Preservice Teacher Education; *Preservice Teachers; *Reflective Teaching; *Student Teacher Attitudes; Student Teaching
IDENTIFIERS- *Reflective Thinking; *Sweden

This paper describes how preservice teachers at Sweden's

(120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Developmental Stages; Educational Change; Elementary Secondary Education; *Faculty Development; Higher Education; *Inservice Teacher Education; Mathematics Education; *Mathematics Teachers; *Teacher Improvement
IDENTIFIERS- *Transformative Education

Arguing that transformative teacher professional development may require more than a shift in the content of teachers' thinking, this paper examines how the structure of teachers' meaning-making systems might affect their experiences in three mathematics teacher professional development programs. The paper describes the change goals of three teacher professional development programs and their methods for accomplishing those goals. SummerMath for Teachers attempts to support a shift in teachers' paradigms about mathematics and learning by asking them to personally engage with and reflect on mathematics and pedagogy. The Math Case Methods Project supports teachers in re-evaluating and complicating their ideas about mathematics and mathematics teaching through collaborative inquiry into practice via mathematics teaching cases. The Algebra Project seeks to change the expectations of teachers, students, and the broader community about who can learn mathematics through community organizing and introduction of new curricular approaches. This study explores how the change goals and methods of the three courses might be experienced by teachers seeing through the lenses of several developmentally different perspectives posited by the theory of Robert Kegan (1982; 1994). It explains that differences in developmental frames may result in vastly different experiences within the same program. Finally, the paper raises questions about the implications of bringing an adult developmental perspective to bear on both research and teacher education practice. (Contains 56 references.) (SM)

ED 430 946 SP 038 530

Makkawi, Ibrahim
Ethnic Identity Development and In-service Teacher Education: A Case Study in Resistance and Change.
PUB DATE- 99
NOTE- 7p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Change; *Consciousness Raising; Cultural Awareness; *Ethnicity; Faculty Development; Females; Higher Education; *Inservice Teacher Education; Multicultural Education; *Racial Identification; *Resistance to Change; Teacher Improvement; Whites
IDENTIFIERS- *Identity Formation

This case study examined ethnic identity development within inservice teacher education. Participants were 11 white, female teachers in a summer course on multicultural education. Course readings were selected and sequenced to represent the experiences of ethnic and racial groups in American society while emphasizing intergroup power relations. The underlying assumption was that people respond to such information from their own white identity status, and through a cooperative learning process, they can move into higher statuses of healthy, nonracist white racial identity. The course drew upon

Woolley, Sandra L.; Woolley, Anita Williams; Hosey, Michele
Impact of Student Teaching on Student Teachers' Beliefs Related to Behaviorist and Constructivist Theories of Learning.
PUB DATE- 99
NOTE- 24p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Chicago, IL, February 12-16, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Change; *Behaviorism; *Constructivism (Learning); *Cooperating Teachers; Educational Theories; Elementary Education; Higher Education; Preservice Teacher Education; *Student Teacher Attitudes; Student Teachers; *Student Teaching; Teacher Influence

This study examined changes in student teachers' beliefs related to behaviorist and constructivist learning theories as a result of student teaching and the impact of their cooperating teachers' beliefs on those changes. Participants included all 38 spring 1998 student teachers in an elementary education program at a small state university in Pennsylvania and 71 out of 75 of their cooperating teachers. A survey measured student teachers' and cooperating teachers' beliefs about behaviorist management, behaviorist teaching, constructivist teaching, and constructivist parents. Student teachers were also interviewed individually about their beliefs and student teaching experiences at the end of the semester. Results indicated that most student teachers were more constructivist and less behaviorist than cooperating teachers. Some student teachers and cooperating teachers seemed to believe in both learning theories. Some student teachers' beliefs were changed as a result of their cooperating teachers. Cooperating teachers influenced student teachers through modeling, giving feedback, and encouraging students to take risks. This study suggests that teacher educators should focus on when to use behaviorist and constructivist learning theories rather than the superiority of either theory, and that methods courses may be more powerful in shaping students' beliefs than sometimes reported. (Contains 16 references.) (SM)

ED 430 965 SP 038 550

Woolley, Sandra L.; Woolley, Anita Williams
Can We Change Teachers' Beliefs? A Survey about Constructivist and Behaviorist Approaches.
PUB DATE- 99
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behaviorism; *Constructivism (Learning); *Educational Theories; Elementary Secondary Education; Higher Education; Preservice Teacher Education; Student Surveys; *Student Teacher Attitudes; Student Teachers; *Teacher Attitudes; Teacher Surveys; Teaching (Occupation); *Test Construction

This paper reports the development and validation of an instrument to measure teachers' beliefs about teaching related to the behaviorist and constructivist learning theories. The development process included two phases. The first involved the reliability are also discussed. Chapter 1, "Measuring Performance for Program Evaluation: Preliminary Considerations," presents an overview of various strategies to systematically measure the attainment of performance objectives. Chapter 2, "Locating Existing Measures," describes the types of performance tests that might already be available, from commercially published instruments, curriculum embedded tests, and state- or local-mandated measures. Chapter 3, "Determining How Well a Test Fits the Program," provides assistance in determining the appropriateness of an existing instrument. Chapter 4, "Constructing a Test for Program Evaluation," describes the basic steps in developing a performance measure. Chapters 5, "Validity and Reliability of Performance Instruments," and 6, "Using Performance Test Data," deal with the technical quality and use of tests. One appendix contains a table for program-test comparison, and the other presents a reminder of some common item construction errors. (Contains 20 tables, 16 figures, and 19 references.) (SLD)

ED 430 985 TM 028 832

Fitz-Gibbon, Carol Taylor; Morris, Lynn Lyons
How To Analyze Data. CSE Program Evaluation Kit, Volume 8. Second Edition.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 164p.; For volumes 1-9 of this kit, see TM 028 825-833. For the first edition, see ED 175 887-894.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Numerical/Quantitative Data (110)
DESCRIPTORS- *Data Analysis; *Evaluation Methods; Evaluation Problems; Evaluation Utilization; *Program Evaluation; Scores; Tables (Data); Test Construction
IDENTIFIERS- Variability

The "CSE Program Evaluation Kit" is a series of nine books intended to assist people conducting program evaluations. This volume, the eighth in the kit, is divided into three sections, each dealing with an important function that quantitative analysis serves in evaluation: summarizing scores through measures of central tendency and variability, testing for the significance of differences found among performance of groups, and correlation. Chapter 1, "Introduction," discusses uses of statistics. In Chapter 2, "Summarizing a Single Set of Scores," ways of describing data from a single variable are presented. Chapter 3, "Examining Differences between Groups," presents techniques for examining differences between groups of cases: the t-tests, analysis of variance, and the sign test. In Chapter 4, "Examining Relationships between Variables," relationships between pairs of variables are introduced. In Chapter 5, "Constructing Tests and Analyzing Questionnaires," the usefulness of statistical procedures in developing measuring instruments is illustrated. Chapter 6, "Selecting Statistical Procedures," provides an approach that can be widely adopted and adapted, using a body of real data. Chapter 7, "Meta Analysis," also uses real data in introducing the technique of meta analysis, a quantitative approach to synthesizing research findings. Detailed worksheets, nontechnical explanations, and practical examples accompany the discussion of each statistical procedure. A discussion of meta

Future Research.
PUB DATE- 99
NOTE- 7p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attention; Cognitive Psychology; *Constructivism (Learning); *Curriculum Development; *Educational Research; Elementary Secondary Education; *Interests; Models; Student Motivation; *Teaching Methods

The theoretical frameworks that have guided a researcher's focus on interest, the curricular and pedagogical implications of this research, and the possibilities for future research are described. The research project in question focuses on the effects of interest and importance on attention and learning of test material through a cognitive constructivist approach. Research has suggested that in texts on high interest topics, cognitive interest may play a stronger role than seductive details in creating interest and increasing the learning of important information. One possible way of using these findings in the classroom is to build curriculum around students' questions on topics that are of interest to them. Future research should value interest as an end in itself and not simply as a means to increased learning. Future studies should also examine the relationships among interest and such constructs as motivation and engagement. (Contains 27 references.) (SLD)

ED 431 006 TM 029 838

Grant, Jamillah
Does Integrating Technology into the Curriculum Increase Student Learning?
PUB DATE- 98
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Computer Assisted Instruction; *Curriculum Development; *Educational Technology; *Elementary School Students; English Instruction; *Integrated Activities; Intermediate Grades; Mathematics Instruction; Self Efficacy; Standards; Student Attitudes; *Student Interests
IDENTIFIERS- Massachusetts

This paper attempted to determine whether increasing technology, specifically a computer-based instructional approach, into the curriculum increases student learning, focusing on effects on student attitudes and self-efficacy. Participants were 47 fifth graders in a private school. One group received computer-based instruction in English grammar, and the other received computer-based instruction in mathematics. The instructional programs included drill and review. To determine self-efficacy and attitudes toward school, English, and mathematics, students completed the Student Opinion Survey (J. McMillan). Two other instruments were administered to provide evidence of convergent and discriminant validity. Findings suggest that the computer-based instruction increased student interest in school and learning in general. Students described an increase in satisfaction of learning with immediate responses. Implications for instruction are discussed in the context of the

This study guide is designed to help teachers understand the role assessment plays in helping students learn and to help teachers improve their own assessment capacities. The guide contains assigned readings, discussion questions, activities, checks for understanding, and reflections for learners using the "Classroom Assessment: Linking Instruction and Assessment" manual. Chapters in the study guide are: (1) "Classroom Assessment and Instruction"; (2) "Clarifying Learning Targets"; (3) "Using Multiple Assessment Strategies"; (4) "Making Decisions and Taking Action"; and (5) "Documenting and Communicating." In order to complete the study guide, one will need the manual and access to the video provided for each school. The study guide assumes that users will have participated in a three-hour overview provided by the school administration. (SLD)

ED 431 028 TM 029 861

Ang, Rebecca P.; Woldbeck, Tanya F.; Hughes, Jan N.
Impact of Modality on Skills Training for Youth with Externalizing Problems: A Meta-Analysis.
PUB DATE- 99
NOTE- 15p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Albuquerque, NM, 15-18, April 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; *Antisocial Behavior; Behavior Problems; Elementary Secondary Education; Emotional Problems; Meta Analysis; *Outcomes of Treatment; Program Effectiveness; Program Evaluation; *Skill Development; *Training; Urban Youth; Young Adults

A meta-analysis (37 published studies) that summarized treatment outcomes associated with skills training with antisocial youth was performed. As is consistent with the hypothesis, results indicate that skills training interventions delivered in the context of homogeneous groups of deviant peers produced smaller benefits than did skills training interventions delivered in the context of mixed groups of prosocial and deviant peer, or individual treatment. Also, as expected, treatment provided in the context of deviant-only groups attenuated treatment benefits more for more severely disordered groups such as those who are incarcerated or placed in a class for behavioral or emotional problems, than for youth who might only be at-risk for such conditions. (Contains 1 table and 50 references.) (Author/SLD)

ED 431 029 TM 029 862

Andrade, Heidi Goodrich
The Role of Instructional Rubrics and Self-Assessment in Learning To Write: A Smorgasbord of Findings.
SPONS. AGENCY- Edna McConnell Clark Foundation, New York, NY.
PUB DATE- 99
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Grade 7; Grade 8; *Junior High School Students;

Higher Education; *Library Materials; *Library Planning; Paper (Material); *Preservation; *Printed Materials; *Research Libraries; Selection

IDENTIFIERS- Brittle Books; Library History; *Library Materials Conservation; *National Planning; Paper Deacidification; Special Collections (Library)

This report summarizes the challenges and accomplishments in preservation efforts since the early 1960s. The paper gives an overview of the preservation and management of research collections and describes the context in which decisions are made by researchers and librarians about what to preserve and how. By examining how librarians and scholars grappled with the first great crisis in the preservation of library materials--the pandemic loss of information printed on embrittled acid paper--it traces the development of the current consensus on how to manage large collections recorded on many media of varying stability. Highlights include permanent paper, paper deacidification, the rationale for reformatting, the scope of the problem, and local responsibilities vs. national priorities. The need for a national preservation plan is discussed, as well as selection of materials for the national plan and the role of scholars in selection. The paper also addresses the problem that, despite striking progress made in preservation technology and management, the difficulties of preserving original library materials have scarcely diminished over time and demand the same thoughtful cooperation between scholars and librarians as they enter the 21st century as the brittle-book problem received in the 1980s. (AEF)

years, the following hires will be made: (1) 416 full-time faculty; (2) 310.96 full-time equivalents; (3) 22.65 part-time persons; and (4) 216 non-instructional administrators. This compilation of the individual college and district reports shows that the expenditures budgeted total approximately $95,662,628 for the 1998-99 fiscal year, and $88,837,085 for the 1999-2000 fiscal year. In terms of activities most often mentioned, money is being budgeted in the following general areas: student services, instructional areas, remedial/basic skills, non-instructional areas, and infrastructure and facilities. Following an executive summary, the report provides a condensed overview of statistical findings, and notes exemplary college efforts and statewide summary expenditures by goal. Appended are chaptered legislation on PFE and the PFE reporting form, 1998-99. (AS)

ED 430 593   JC 990 257

Jones, Bruce D.
The Arithmetic Achievement Test and the Effective Placement of Students in Mathematics.
PUB DATE- 97
NOTE- 238p.; Ph.D. Dissertation, Ohio University.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Achievement Tests; *Algebra; *Community Colleges; Developmental Studies Programs; Remedial Instruction; *Remedial Mathematics; *Screening Tests; Student Evaluation; *Student Placement; Two Year College Students; Two Year Colleges
IDENTIFIERS- Ohio

This study addresses the placement of students in remedial education among community colleges in the United States. Of specific interest is the appropriate entry-level placement of students in math courses. Citing that traditional standardized placement tests are overly broad and thus of questionable value for placing community college students in entry-level algebra and arithmetic courses, the purpose of this study was to create and test a tool designed specifically for the placement of students into such classes at technical colleges across the state of Ohio. The resulting tool was named the Arithmetic Achievement Test (ATT). The ATT was administered to a total of 415 students enrolled in entry-level algebra classes at six, two-year technical colleges in Ohio. Scores on the ATT were then compared with the students' final test scores and course grades. Based on the analyses performed on the given sample of students, results indicate that the ATT may be a useful tool as used for placement of students in arithmetic and algebra courses at two year colleges. Individual differences between each of the six colleges are discussed, as is the role of student motivation. (SKF)

(141)
DESCRIPTORS- *College Faculty; *Community Colleges; Educational Practices; *Evaluation Methods; Faculty College Relationship; *Faculty Evaluation; *Financial Exigency; Teacher Effectiveness; Two Year Colleges
IDENTIFIERS- *American Association of Community Colleges

This document presents the results of a forum on faculty evaluation that took place at the 1999 conference of the American Association of Community Colleges. Thirty-four persons participated in the dialogue, including 31 Deans, Vice-Presidents of Instruction or Students, and Presidents; and 3 faculty members. Participants were asked to respond to questions regarding obstacles and successes of faculty evaluation at their respective institutions. Prior research on the topic provided information on the key elements of an effective evaluation and faculty buy-in. These components were compared against the comments of the forum participants. Among the obstacles cited were the timing in which evaluation took place, lack of trust in the system and administrators, lack of financial resources to conduct proper evaluation, and lack of administrative training in interpreting the results of evaluation. Participants also gave examples of evaluation successes, such as open dialog between faculty and administrators, perceptions by faculty of evaluation as an opportunity to grow and develop professionally, and an integration of the evaluation process into the organization's ethos. It is concluded that while barriers to effective evaluation do exist, the examples of success indicate that the practice is evolving. (SKF)

PUB DATE- 99
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Basic Skills; *Community Colleges; English (Second Language); *Enrollment; Home Management; *Job Training; Literacy; Program Development; Student Financial Aid; *Technical Institutes; Tuition; *Two Year College Students; Two Year Colleges; Wages; *Welfare Recipients
IDENTIFIERS- *Washington Community and Technical Colleges

This report focuses on total welfare enrollments in two-year colleges and the enrollments in four new WorkFirst training programs that started in fall 1998. The new programs initiate a wage and skill progression strategy that gets WorkFirst students started in better jobs than they could find without training and helps them to advance in employment and earnings. WorkFirst training programs include: (1) tuition assistance; (2) pre-employment training, which is geared to specific employer hiring standards and targets employers ready to hire WorkFirst participants; (3) adult basic education and English as a Second Language for employers who have low-wage workers; and (4) literacy development that targets WorkFirst families with young, at-risk children to help parents gain literacy, family management, and employability skills to prepare for work. General findings are that: (1) welfare FTE enrollments have fallen 58% since 1995; (2) for the first time, colleges are providing more training for past welfare recipients than for adults on welfare; (3) students this fall were more likely to attend part-time and in the evening than in past years; (4) only one-third of the welfare students were enrolled in occupational programs; the majority were looking for basic skills, personal development, or to remedial instruction; and (5) the majority of the students in the WorkFirst programs are low-income/low-wage earning adults. Contains 13 tables. (AS) currently have access to the Internet. Over two-thirds of respondents with current or future access to the Internet are interested in taking training courses on the Internet. Interest level in taking training courses on the Internet is lowest for Accountants (53%) and greatest for Skilled Trades (72%). The top ten topics of interest to 40% to 70% of respondents include: (1) Windows '98; (2) Excel; (3) Word; (4) Access; (5) Finance; (6) Leadership; (7) Project Management; (8) Supervisory Skills; (9) Communication Skills; and (10) Business Writing. The preferred method for getting technical support while taking a training course on the Internet is an 800 number. Respondents expected that most courses would cost between $75 and $99. Appended are tabled survey results and the questionnaire. (AS)

Society for Research in Child Development (Albuquerque, NM, April 15-18, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adjustment (to Environment); Affective Behavior; *Emotional Adjustment; Emotional Response; *Mothers; *Parent Child Relationship; Parents; Predictor Variables; *Pregnancy; *Social Adjustment
IDENTIFIERS- *First Time Mothers; *Transitional Activities

This study examined the activities of pregnant women and how these activities facilitated a positive adjustment to pregnancy and early parenting. Subjects were 49 expectant first-time mothers ranging in age from 20 to 41 and attending a childhood preparation class. Eighty-two percent of the women were married. Subjects completed two questionnaires measuring prenatal activities and attitudes toward pregnancy and motherhood during their twenty-first to thirty-eighth week of pregnancy. Three to six weeks following the birth of their babies, the new mothers completed two questionnaires which assessed their affective reactions to their babies and the satisfaction they received from engaging in activities with their babies. Analysis of findings indicated that engaging in preparatory activities, such as nursery planning and obtaining items for the baby, facilitated a positive attitude toward pregnancy and further, that these activities were important predictors of women's positive adjustment to early parenting. Postnatal adjustment to motherhood was not significantly predicted by prenatal family support or marital status, but was predicted by overall prenatal adjustment, future parenting adjustment, how mothers felt their babies would respond to them after birth, and mothers' attitudes during pregnancy toward parenting. (Contains 14 references.) (KB)

name. (KB)

ED 430 690 PS 027 622

Silberg, Jackie
125 Brain Games for Babies: Simple Games To Promote Early Brain Development.
PUB DATE- 99
NOTE- 147p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Brain; Child Rearing; *Games; Infant Behavior; *Infants; *Learning Activities; Parent Child Relationship; Parent Materials; Play
IDENTIFIERS- *Brain Development; Family Activities

Scientists believe that the stimulation that infants and young children receive determines which synapses form in the brain. This book presents 125 games for infants from birth to 12 months and is designed to nurture brain development. The book is organized chronologically in 3-month increments. Each game description includes information from brain development research related to the activity and an explanation of how the activity facilitates brain development. Contains 19 references. (KB) self-efficacy also having a strong positive and direct influence on GPA. Self-esteem did not affect either motivation or GPA significantly. (Contains 32 references.) (KB)

ED 430 709 PS 027 660

Bennett, Neil G.; Li, Jiali; Song, Younghwan; Yang, Keming
Young Children in Poverty: A Statistical Update.
PUB DATE- 99
NOTE- 13p.; For 1998 edition, see ED 417 840.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- At Risk Persons; Blacks; Economic Factors; *Economically Disadvantaged; Employed Parents; Hispanic Americans; Low Income; *Poverty; Poverty Programs; Socioeconomic Influences; *Tax Credits; *Well Being; Whites; *Young Children
IDENTIFIERS- National Center for Children in Poverty

This document continues a series of statistical reports from the National Center for Children in Poverty about young child poverty in the United States. The highlights of this update include the current profile of extremely poor, poor, and near poor population of young children; an examination of the changing association between higher education among parents and the economic well-being of young children; and an analysis of the impact of the Earned Income Tax Credit on young child poverty. Among the findings noted in the report are the following: (1) the poverty rate for young children and the number of poor young children have declined significantly since 1993, yet remain well above levels seen in earlier decades; (2) almost half of young poor children live in extreme poverty; (3) poverty continues to occur disproportionately among black and Hispanic young children; (4) racial differences in young child poverty rates have narrowed; (5) whites remain the largest racial or ethnic group of young children in poverty; (6) poverty rates are highest in urban areas, but 60 percent of the poor young children live in suburban or rural areas; (7) the young child poverty rate has risen fastest in suburban areas; (8) the risk of experiencing poverty is related to living in a single parent family, low parental educational attainment, and part-time or lack of parental employment; and (9) in 1997, the young child poverty estimate would have been 24 percent higher in the absence of the earned income tax credit. (KB

DESCRIPTORS- *Agencies; *Child Welfare; Mass Media Role; Mass Media Use; Nonprofit Organizations; *Public Opinion; *Public Relations; Public Support
IDENTIFIERS- Media Campaigns; Media Exposure; *Media Relations

Nonprofit agencies involved in child welfare are increasingly interested in generating publicity for their work and improving their organization's public image. This booklet compiles information, tips, and resources helpful to public relations and communications professionals and agency personnel responsible for handling media relations for child welfare agencies. Section 1 deals with a variety of selected media topics, including strategies for responding for incoming press calls, creating news releases and statements, taking advantage of editorial boards and opinion pieces, keeping press lists up to date, conducting press conferences, preparing for interviews, developing public service campaigns, and using satellite media tours. Part 2 discusses issues and strategies related to confidentiality, crisis situations, social marketing, and a communications/public relations plan. Part 3 considers the use of the Internet to obtain information, as well as agency publications, a speakers' bureau, special event and promotions, and archiving of previous public relations materials. (KB)

index. (Author/TD)

ED 430 747 RC 021 968

Hill, Janice; Freeman, Kate
Indigenous Women in a Canadian Teacher Education Program: Culture-Creators in Action.
PUB DATE- 98
NOTE- 19p.; Prepared for the annual meeting of the American Educational Research Association (San Diego, CA, April 13-17, 1998).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Education; *Canada Natives; *Cultural Maintenance; Culturally Relevant Education; *Females; Foreign Countries; Higher Education; Qualitative Research; *Sex Role; *Teacher Education; Tribally Controlled Education; World Views
IDENTIFIERS- Queens University of Kingston (Canada)

Traditional educational practices of Indigenous Canadians were aimed at cultural transmission. All adults were responsible for educating the young, but because children stayed with the women until puberty, women played the most significant role in transmitting the culture. Adults with certain gifts and talents looked for similar attributes in children and then had the responsibility to nurture those gifts and talents to fruition through mentoring. Data from the 1991 Canadian census show that Indigenous women tend to work in service-providing areas, echoing their traditional nurturing roles, with approximately four times as many women as men working in education-related jobs. A 3-year study of eight Ojibwe women enrolled in a teacher education program revealed a strong sense of cultural continuity. Their most frequently mentioned goals as educators involved a sense of community responsibility expressed as concern for the children, future generations, and well-being of the people. The immediate challenge for Indigenous Canadians is to transmit cultural knowledge through an education system that is primarily Eurocentric. The broader responsibility is to develop a system that incorporates, advocates, and teaches Indigenous ways of knowing, controlled by Aboriginals. The Aboriginal Teacher Education Program (ATEP) at Queen's University (Ontario) demonstrates how these goals have been pursued within the constraints of the university environment. Fifteen ATEP components are presented that support and recognize interpersonal and community connections, culturally relevant education, and Indigenous ways of knowing. (TD)

IDENTIFIERS- *School Improvement Teams; West Virginia

The Leadership to Unify School Improvement Efforts (LUSIE) project worked with school leadership teams from 11 schools in 3 West Virginia county districts to create school plans for improvement. The school leadership teams, a total of 66 people representing a cross-section of each school community, accomplished this at four retreats held in Charleston, West Virginia, in 1996 and 1997. At the fourth retreat, LUSIE participants wrote a guide for other West Virginia schools involved in creating state-required Unified School Improvement Plans. Telephone interviews conducted with 23 participants found that most participants seemed pleased with LUSIE and their resultant school plans, although some expressed skepticism concerning implementation of the plans. Many noted their appreciation of the opportunity to communicate with other educators and people concerned about education. Several respondents said they had developed new competence in communicating and organizing change. The three students interviewed felt the proceedings were irrelevant or ineffective. The evaluation resulted in the following recommendations: integrate students more fully into LUSIE activities; initiate follow-up activities to support schools in the implementation of their plans; and address the concerns of those who noted a disjuncture between theoretical considerations and the practical applications of the work accomplished. Two appendices present the interview protocol and the evaluation standards checklist. (TD)

Contains 21 references. (Author/WRM)

ED 430 780 SE 062 446

Active Learning Institute: Energizing Science and Math Education. A Compilation of Lesson Plans.
PUB DATE- 98
NOTE- 160p.; Global Issues Resource Center East I, Cuyahoga Community College East, 4250 Richmond Road, Cleveland, OH 44122; Tel: 216-987-2224.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Active Learning; *Conservation (Environment); Ecology; Energy; *Environment; Environmental Education; Fuels; Hazardous Materials; High Schools; *Integrated Activities; Lesson Plans; Mathematics Activities; *Mathematics Education; Middle Schools; Noise (Sound); Overpopulation; Pollution; Population Growth; Science Activities; *Science Education; Water
IDENTIFIERS- Cuyahoga Community College Eastern Campus OH; *Global Issues

The middle school and high school lessons featured in this collection were crafted by science and math teachers who participated in a week-long seminar sponsored by the Eisenhower Professional Development Program administered by the Ohio Board of Regents. The lessons showcase a variety of active learning strategies from using hands-on, low-tech approaches to integrating high-tech, cutting-edge resources. Lesson topics include: (1) Investigating Energy Sources; (2) Probing the World of Energy and Its Conservation; (3) Fish Out of Water--Man Out of Land; (4) Are You Listening? (Noise Pollution); (5) Countdown to Population Explosion; (6) Hazardous Chemicals in Your Home!; (7) Water, Water Everywhere--How Much Is There to Drink?; (8) Water, Water Everywhere--But Not a Drop to Drink; (9) A Multi-Level Water Study; (10) Futuristic Fuel from Water; and (11) Acid Rain. (WRM)

ED 430 803 SE 062 588

Stansbury, Ed
The Simplified Classroom Aquarium: A Teacher's Guide to Operating and Maintaining a Small Classroom Aquarium.
PUB DATE- 99
NOTE- 138p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Aquariums; Biology; *Botany; Ecology; Elementary Secondary Education; *Ichthyology; *Science Activities; Science Equipment; Science Experiments; Science Instruction; Science Interests; Water; *Water Quality; Wildlife Management; Zoology

This booklet introduces guidelines for teachers at any grade level to set up and maintain a simple aquarium and through it introduce simple biological ideas to their students. Natural and cost-saving aquarium-running strategies are discussed and common, hardy fish and plant choices are described. Many demonstrations and experiments are included on items such as testing water quality, identifying life forms that can be found in the tank, home-making and growing fish food, and encouraging fish breeding. Chapters include: (1) Introduction and Rationale; (2) Getting Started with the Aquarium; (3) Nutrition; (4) Water Quality; (5) Selecting Fish and Plants; (6) Culturing Organisms from the Aquarium; (7) Culturing for the Aquarium; and (8) Fish Diseases and Treatments. Appendices include: resealing leakers; a simple brine shrimp hatcher; the balanced aquarium; common conversation; and a sample worksheet for experiments. (WRM)

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Consciousness Raising; Consumer Economics; *Consumer Education; Economic Factors; Economic Impact; *Economics Education; Elementary Secondary Education; Environment; Foreign Countries; *International Studies; Social Studies; Socioeconomic Influences; Supply and Demand

This curriculum guide is based on the notion that consumers can no longer afford to buy goods without thinking of the consequences. The unit presents students with criteria for making wise consumer choices. Twenty-six lessons offer data for examination and encourage students to calculate the consequences of various courses of action. Lessons look at economic relations between nations, energy shortages, political instability in developing nations, the widening gap between the rich and poor between and within nations, the penetration of every economy by multinational corporation, massive food shortages, degradation of the environment, and refugees world wide. The focus is on how these phenomena are affected by or have an effect upon consumers. Student handouts, worksheets, and resources are provided. (MM)

ED 430 827 SO 029 193

Blanchard, Joan M.; Bender, Martin J.
Patriots, Pirates, Politicians and Profit Seekers: New Hampshire Cases and the U.S. Supreme Court.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 96
NOTE- 116p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Constitutional Law; *Court Litigation; High Schools; *Law Related Education; Laws; State History; State Legislation; United States History
IDENTIFIERS- Fourth Amendment; *New Hampshire; *Supreme Court; Supreme Court Justices; United States Constitution

This case book provides New Hampshire high school students and teachers with state specific law related information and activities. The 37 cases, selected according to their constitutional significance, are organized into 13 sections as follows: (1) "The Early Years"; (2) "Carpetbaggers, Speculators, and Investors"; (3) "Border Disputes"; (4) "Citizens of Other States"; (5) "The World of the Court"; (6) "Pink Margarine and Water Power"; (7) "Bankruptcy and the Fields"; (8) "It's a Free Country"; (9) "He Can't Say That! Can He?"; (10) "Questions of Fairness"; (11) "The Attorney General and the Communists"; (12) "Fugitives from Justice"; (13) "Mr. Coolidge and the Fourth Amendment"; and (14) "Justices of the Supreme Court from New Hampshire." A list of excluded cases, a

Action; Community Involvement; *Community Problems; Group Discussion; Learning Activities; *Racial Bias; *Racial Relations; Social Problems

This discussion guide considers the issues of racism and race relations in the nation and in its communities and recognizes the importance of public dialogue as a critical step in making progress on those issues. The discussion guide is designed to help organize and facilitate the kind of dialogue about racism and race relations that can make a difference in a community. Within study circles (small group, democratic, participatory discussions) people have the chance to get to know one another, consider different points of view, explore disagreements, and discover common ground. As a result of sustained interracial democratic dialogue, thousands of people from all races and ethnicities are working together to make strides on difficult race-related issues. Some of the issues include crime, community-police relations, race relations among young people, diversity issues, and connecting citizens to governance. Discussion sessions are: (1) "Race relations and racism: Experiences, perceptions, and beliefs"; (2) "Dealing with race: What is the nature of the problem?; (3) "What should we do to make progress on race relations?"; (4) "What kinds of public policies will help us deal with race relations?"; and (5) "How can we move from words to action in our community?" Additional sections address how to use the guide and material for further discussion and action is given. This discussion guide, used primarily for community study groups, could be used in the secondary social studies classroom to initiate discussions on the history of racism, conflict resolution, and citizen participation in the community. (BT) citizenship education must start with defining the concepts that are being used. The paper defines citizenship, democracy, and civil society; describes the four dimensions of citizenship; defines and discusses in detail citizenship education; and outlines the core competencies of democratic citizenship education. Three educational models to teach citizenship in different educational settings are presented: (1) a model from the United States; (2) a global model; and (3) a Dutch model. Contains 34 notes, 16 references, and 4 annexes, including core competencies, the "Civitas Project," questions to analyze social and political problems, and organizing questions and content summary questions for the National Assessment of Educational Progress (NAEP) Civics Assessment. (BT)

ED 430 868 SO 030 513

Bierschenk, Bernhard
Informational Interaction with Model-Societies of Different Theoretical Orientation. No. 63.
PUB DATE- 97
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Competence; Foreign Countries; *Quality of Life; Self Concept; Self Concept Measures; *Self Efficacy; Simulated Environment; Social Psychology; Social Science Research
IDENTIFIERS- *Sweden

This study, which includes data collected over a 15 year period, examines to what degree Swedish citizens' judgment concerning life quality is attributed to perceptions of real or simulated models of civilization. Subjects selected for the research study included Swedish male and female teachers, and doctoral students in business administration. The research instrument used required subjects to watch a video series that presented a vision of the U.S. society during the 1970s. The subjects were then asked to respond to questions regarding how they imagine themselves living in that society. Responses were expected to reflect initial assumptions that (1) competition implies selection; (2) selection implies independence; and (3) independence implies success. The subjects' notions of himself or herself as competent and successful in the simulated situation appears to be at stake. Subjects who emerge from "certainty in preferential judgment" concerning the possibility to integrate are seen as demonstrating a fundamental psychological expression of competence. Subjects' competence is judged in terms of perceived appropriateness in ability to meet the demands of certain environments. Findings suggest that Swedish citizens imagine potential life quality within simulated society in terms relative to self-judgments regarding their own competence or success in real-life situations. (Contains 23 references.) (MM) people, places, and environments; (7) power, authority, and governance; (8) production, distribution, and consumption; (9) science, technology, and society; and (10) time, and continuity, and change. The framework outlines educational objectives for the core social studies subjects for grades K-1, grades 2-4, grades 5-8, and grades 9-12. The subjects are coordinated with the themes listed above. (BT)

ED 430 889 SO 030 620

New Hampshire K-12 Social Studies Curriculum Framework.
PUB DATE- 96
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Civics; Economics; Elementary Secondary Education; Geography; History; Learning Activities; *Public Schools; *Social Studies; State Curriculum Guides; *State Standards; Student Educational Objectives; United States Government (Course)
IDENTIFIERS- *New Hampshire

Based on a significant body of research in social studies education, curriculum design, and effective instructional practices, this New Hampshire framework represents a broad consensus about what students should know and be able to do in the social studies and offers a guideline for a systemic educational improvement and change. Four social studies disciplines serve as the primary organizers. Each of these organizing strands (civics and government, economics, geography, and history) includes three major components: (1) purpose; (2) curriculum standards; and (3) proficiency standards. The framework outlines broad goals for social studies education and is then divided into separate sections for civics and government, economics, geography, and history. In each section the standards are taken into consideration, beginning with elementary and continuing through secondary education. Contains 23 references. (BT)

Highsmith, Robert J.; Denes, Ronni; Pierre, Marie M.
Mentoring Matters.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 98
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Corporate Support; *Corporations; Diversity (Student); *Engineering Education; Higher Education; *Internship Programs; *Mentors; *Minority Groups; *School Business Relationship; Science Education
IDENTIFIERS- National Action Council for Minorities in Engineer

The National Action Council for Minorities in Engineering (NACME) mentors underrepresented students and encourages their significant achievements in science, mathematics, and engineering. NACME develops many of its mentoring strategies through its Corporate Scholars Program (CSP), a comprehensive scholarship program that links engineering undergraduates to major technology-intensive companies for internship, professional development, and mentoring. This paper examines the role of mentoring and the internship experience in this successful program. Each year, NACME surveys CSP scholars and supervisors to provide feedback regarding components of successful internship and mentoring experiences. In 1997, NACME distributed surveys to 87 NACME scholars with CSP internships and their supervisors. The surveys examined their satisfaction with the program. Results indicated that successful mentoring made a significant difference, contributing substantially to interns' interest in returning to their host companies and their overall evaluation of workplace experiences. Students and supervisors differed significantly in how they viewed and interpreted the experience. The investigation led to four recommendations: recognize the value of teaming; invest time in developing engineering talent; respect the ambition and abilities of interns; and engage interns in exploring future possibilities. (SM)

Linkoping University are prepared to become reflective practitioners. Students participate in a pedagogical seminar group that meets monthly. Within the group, they discuss matters important to all teachers and examine reflective texts that they had to write at the beginning of their teacher education program. These texts offer a presentation of themselves and a summary of how they regard teachers' work. Students also formulate their expectations prior to beginning each of several student teaching experiences. These introductory thoughts constitute a background for the personal journal the students keep during their teaching practice. After each student teaching session, mentor teachers and student teachers analyze the students' comments, then the students write reflective papers to be critiqued by the group. During the last year of their education, students write a thesis that integrates theory and practice. This model for creating reflective teachers is new at Linkoping University, so only one group has completed the entire course so far. Surveys of the students after they had worked for 1 year as teachers indicated that the course had various effects. It facilitated their introduction to work when they applied for jobs and completed interviews; strengthened their identity as teachers when they met colleagues and parents; and worked as a basis for dealing with students. (SM)

psychology, sociology, and anthropology while emphasizing the dynamics between education, culture, and socioeconomic status and group and individual responses to these structures. The course stressed the dynamics of power and oppression in institutional settings, encouraging students to respond from their own collective identity. A student-centered, cooperative-learning approach based on critical reading, thinking, interpreting, and socially constructing knowledge was used. Students read assigned materials, wrote critical reflections, and participated in discussions. Data from participant observation and students' written reflections highlighted four subgroups: the hard to reach, the resisters to change, the searchers, and those who had achieved identity. The conceptualization of nonracist white racial identity as a positive development put many participants at ease and helped them further explore their own identity. Cooperative learning created a context in which individuals felt safe to voice and explore their opinions regarding controversial issues. (Contains 14 references.) (SM)

ED 430 947 SP 038 531

Chang, Ren-Jung; Yang, Hui-Chin
A System-Science Approach towards Model Construction for Curriculum Development.
PUB DATE- 99
NOTE- 14p.; Paper presented at the Annual Conference of the Association for Supervision and Curriculum Development (San Francisco, CA, March 6-9, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Curriculum Development; Elementary Secondary Education; *Engineering; Foreign Countries; Higher Education; Social Environment; *Systems Approach

A new morphological model based on modern system science and engineering is constructed and proposed for curriculum research and development. A curriculum system is recognized as an engineering system that constitutes three components: clients, resources, and knowledge. Unlike the objective models that are purely rational and neatly sequential in curriculum development, this new model captures the complex interactions between a curriculum system and its social context. In the morphological model, decision making is a core action to direct system evolution in research and development. With the engineering concept of life cycle in curriculum research and development, processes of cyclic evolution of curriculum systems from problem domain to solution domain can be identified and supervised. (Contains 32 references.) (Author/SM) collection of qualitative data from inservice teachers to ensure that the survey items were grounded in practice as well as theory. The second involved testing the survey with 137 inservice and 61 preservice teacher samples and collecting colleague ratings for a subset of the inservice teacher sample (75 individuals) to establish construct validity. Examination of factor pattern matrices for both samples combined with the researchers' own theory and experience led to the decision to condense the 27 items into four factor-based scales. Scale statistics and correlations with colleague ratings provide initial estimates of the scales' reliability and validity and establish their adequacy for use in subsequent studies. Discussion focuses on lessons learned in the survey development as well as directions for further development and its employment in future studies. (Contains 15 references.) (Author/SM)

ED 430 966   SP 038 552

Malmberg, Lars-Erik, Ed.
Initiation of a Teacher Education Project in Tanzania (TEPT). Publication No. 1.
PUB DATE- 96
NOTE- 84p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bachelors Degrees; Elementary Secondary Education; Foreign Countries; Higher Education; *Preservice Teacher Education; Specialist in Education Degrees
IDENTIFIERS- Tanzania

This volume describes and analyzes the initiation of a Bachelors in Education course carried out as part-time (distance) and full-time (seminar) studies at Teacher's College in Morogoro, Tanzania. The volume contains six chapters, including: (1) "Framework for English Content Instruction at the Department of Teacher Education at Abo Akademi University" (Kaj Sjoholm); (2) "The Initiation Process" (Terese Ahlstrom); (3) "The Curricular Content and Structure" (Sven-Erik Hansen); (4) "The Educational System of Tanzania" (Lars-Erik Malmberg and Sven-Erik Hansen); (5) "Development of the Entrance Examination for the B.Ed Programme in Morogoro, Tanzania" (Lars-Erik Malmberg and Kaj Sjholm); and (6) "Future Scenarios" (Sven-Erik Hansen). The three appendixes present curriculum for the TEPT program, B.Ed program comparisons, and close test, partial dictation, language proficiency scale and teacher competence rating. (Each chapter contains references.) (SM) analysis techniques is also included. Appendixes contain a self-instructional program, a version of "Theory-Based Evaluation," tables, and data for Chapter 6. (Contains 18 worksheets, 13 tables, 65 figures, and 15 references.) (SLD)

ED 430 986 TM 028 833

Morris, Lynn Lyons; Fitz-Gibbon, Carol Taylor; Freeman, Marie E.
How To Communicate Evaluation Findings. CSE Program Evaluation Kit, Volume 9. Second Edition.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 87
NOTE- 95p.; For volumes 1-9 of this kit, see TM 028 825-833. For the first edition, see ED 175 887-894.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Communication (Thought Transfer); Data Analysis; *Evaluation Methods; *Information Dissemination; *Program Evaluation; *Research Reports; Tables (Data)

The "CSE Program Evaluation Kit" is a series of nine books intended to assist people conducting program evaluations. This volume, the ninth in the kit, is designed to help an evaluator convey to various audiences the information that has been collected during the course of the evaluation. The first chapter sets the context for communicating evaluation results. Chapter 2 reviews various forms for communicating findings, and chapter 3 describes how to develop tables and graphs, along with a step-by-step procedure for preparing audiences to read and interpret graphs. Chapter 4 presents an outline of a standard evaluation report and directions for written and oral reporting. Model tables and graphs are also presented. (Contains 23 figures, 16 tables, and 13 references.) (SLD)

Massachusetts State Standards. Appendixes contain an Excel chart of study figures, the student opinion survey, and the Systat calculations. (Contains four figures, four tables, and nine references.) (SLD)

ED 431 007 TM 029 839

Habick, Timothy
Item Variants in Computer-Based Tests.
PUB DATE- 99
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adaptive Testing; *Computer Assisted Testing; *Item Banks; Test Construction; Test Format; *Test Items

With the advent of computer-based testing (CBT) and the need to increase the number of items available in computer adaptive test pools, the idea of item variants was conceived. An item variant can be defined as an item with content based on an existing item to a greater or lesser degree. Item variants were first proposed as a way to enhance test security by increasing the size of CBT item pools. Variants are now also seen as useful rapid item-creation pools in programs that use paper-based testing exclusively because they also enhance security in that situation. This report summarizes the part played by variants in item pool expansion and item pool security, focusing on types of variants and their appropriate uses and the difficulties for item pool management created by item variants. Attachments discuss a logical reasoning item and medium variants and an analytical reasoning stimulus and medium variants. (SLD)

Junior High Schools; *Self Evaluation (Individuals); Sex Differences; *Teaching Methods; Writing (Composition); *Writing Instruction
IDENTIFIERS- *Scoring Rubrics

Two studies were conducted to determine the impact of instructional rubrics on the development of students' writing skills and their understanding of the qualities of good writing. In the first study, 303 eighth graders were given an instructional rubric before writing 1 of 3 different types of essays. Results suggest that an instructional rubric can help students write better, but a more intensive intervention may be necessary to help all students perform at a higher level consistently. The second study examined the effects of instructional rubrics and guided self-assessment on students' writings and understandings of good writing. Students in 13 seventh- and eighth-grade classes wrote essays, but only those in the treatment group were given guided self-assessment techniques. Approximately 3 weeks later, 170 students completed questionnaires about the instruction. Self-assessment appeared to affect girls' writing favorably, but overall, self-assessment did not contribute more to students' overall knowledge of the qualities of good writing than did instructional rubrics alone. Three appendixes contain instructional rubrics for the three essay types. (Contains 3 figures, 5 tables, and 21 references.) (SLD)

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ED 431 030 TM 029 863

Andrade, Heidi Goodrich
Student Self-Assessment: At the Intersection of Metacognition and Authentic Assessment.
PUB DATE- 99
NOTE- 62p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classification; *Criteria; Grade 7; *Junior High School Students; Junior High Schools; *Metacognition; Protocol Analysis; *Self Evaluation (Individuals); *Sex Differences; Tables (Data)
IDENTIFIERS- *Authentic Assessment; *Scoring Rubrics

The hypothesis that task-specific criterion-referenced self-assessment can have a positive effect on students' metacognitive engagement and learning was tested. Seventh graders (n=47) were asked to invent, apply, and explain a classification system for a group of animals. Treatment subjects periodically assessed their performance in terms of a written rubric that listed the criteria for each task and gradations of quality for each criterion. Students in the control group were not asked to assess their work. Think-aloud protocols were collected and coded to provide insight into spontaneous self-assessment, the classification of self-assessment, and the influence of self-assessment on metacognitive engagement and learning. Approximately three-quarters of the students assessed themselves spontaneously. Girls in the treatment group were more metacognitive than boys, but no statistically significant differences were found for boys in treatment and control groups. Treatment students tended to outperform the control group on posttests. The rubric appeared to have a positive effect on the criteria that students used in their spontaneous self-assessments, and students who assessed their own work were remarkably willing to revise it. An appendix contains the scoring rubric given to the experimental group. (Contains 18 tables and 109 references.) (Author/SLD)

ED 431 031 TM 029 865

Mojkowski, Charles
District Information Technology Plans and Planning: Monitoring Implementation and Assessing Impact.
PUB DATE- 99
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Planning; Elementary Secondary Education; Evaluation Methods; *Information Technology; *School Districts; Technological Advancement
IDENTIFIERS- *Impact Evaluation; Monitoring

A method is described for the evaluation of information

IDENTIFIERS- *Australia

The presence of young people in public spaces and the types of activities in which they engage have generated considerable debate and discussion in Australia in recent years. This guide provides brief descriptions of a range of public space projects that have been undertaken in Australia. The aim is to outline the key elements of a youth-friendly public space strategy and then describe the basic features of the various grassroots initiatives and specific community-based projects, many of which developed in urban areas. Public space project sites include commercial areas such as shopping centers, publicly owned community spaces, multifunctional spaces such as schools, and outdoor spaces. Part 1 of the guide provides a broad strategic framework for program development that is based on a social development approach to the needs of young people. Part 2 describes eight types of public space projects and initiatives. (Contains 29 references.) (SLD)

ED 431 053 UD 032 949

Jervis, Kathe
Multiple Entry Points for Engaging Families in School Life: An Exceptional Case.
PUB DATE- 99
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Cultural Awareness; Disadvantaged Youth; *Family School Relationship; Hispanic Americans; Learning Disabilities; Parent Attitudes; *Parent Participation; Primary Education; Special Education; *Teacher Attitudes; Urban Schools; Urban Youth
IDENTIFIERS- New York City Board of Education

The case study of the relationship between classroom life and home for a minority child in an urban school illustrates the complex influences the home has on the child and the ways in which a culturally sensitive teacher can interact with parents in planning for the child's education. The teacher of a combined second-third grade at an urban school characterized by a high degree of parent participation noted that one girl was having great academic difficulties. The child's family found nothing to appeal to them in the programs provided to involve parents, but were obviously committed and concerned parents, whose cultural backgrounds and own personalities made them willing to wait for their child to learn to read in the face of considerable pressure by the school system to enroll their daughter in special education. Ways in which the teacher worked for the child's academic achievement while respecting the wishes of her parents to keep her in the neighborhood school illustrate the multiple points of entry a school or teacher can use to gain the confidence of parents in working together. (Contains 28 references.) (SLD)

ED 431 054 UD 032 951

When Teens Have Sex: Issues and Trends. KIDS COUNT Special Report.
PUB DATE- 98
NOTE- 325p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.

technology (IT) use in school districts. The approach is based on studies of IT evaluation and experience in evaluating IT in several school districts. The proposed approach relies on five components: (1) multiple indicators and measures of performance; (2) balanced attention to implementation and impact; (3) multiple data collection and reporting strategies; (4) the use of IT for the evaluation; and (5) ways to help a district enhance its IT capacity. Many problems with IT can be traced to faulty IT planning and design, while others relate to specific problems with the design itself. Implications for practice, policy, and research are discussed, with attention to planning, IT design, and the conduct of the evaluation of IT implementation. (Contains 42 references.) (SLD)

ED 431 032 TM 029 866

Sykes, Robert C.; Heidorn, Mark; Lee, Guemin
The Assignment of Raters to Items: Controlling for Rater Effects.
PUB DATE- 99
NOTE- 37p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Constructed Response; Elementary School Students; Elementary Secondary Education; *Evaluators; High School Students; Mathematics Tests; Reading Tests; *Scores; State Programs; *Test Items; Testing Programs
IDENTIFIERS- *Rater Effects

A study was conducted to evaluate the effect of different modes (modalities) of assigning raters to test items. The impact on total constructed response (c.r.) score, and subsequently on total test score, of assigning a single versus multiple raters to an examination reading of a student's set of c.r. responses was evaluated for several mixed-item format tests. Samples of approximately 2,000 students were obtained from a state mathematics field test at each of grades 5, 8, and 10 and from a reading field test at each of grades 4, 8, and 10. Item responses for c.r. items for each selected student in the six samples were allocated to raters three different ways: (1) single rater reading of all responses (SM1); (2) assignment of each c.r. response to a different rater (SM2); and (3) splitting the c.r. items into thirds, with a different rater for each portion (SM3). SSM1 readings produced average total c.r. scores that were greater than the average total of c.r. scores produced in the SM2 condition. Average total c.r. scores when students' responses were allocated to three different raters (SM3) were similar to those of the SM2 condition. Results suggest that for tests with relatively large numbers of c.r. items, the use of as few as three raters to score a student's examination could produce scores that were similar in magnitude and scale to those obtained by assigning a different rater to each item. (Contains 7 tables and 11 references.) (SLD)

ED 431 033 TM 029 867

Pommerich, Mary; Hanson, Bradley A.; Harris, Deborah J.; Sconing, James A.
Issues in Creating and Reporting Concordance Results Based on Equipercentile Methods.
PUB DATE- 99
NOTE- 29p.; Paper presented at the Annual Meeting of the National

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescents; Birth Rate; *Early Parenthood; Intervention; *Pregnancy; Profiles; *Sexuality; *Urban Youth

In the 1990s, teen pregnancy and birth rates in the United States declined significantly. Researchers cite two main factors: fewer teens are having sex, and among those who are, more are using contraception. Despite these positive trends, there are still about one million pregnancies and about half a million births each year to young women aged 15 to 19. At best, the downward trend calls for cautious optimism. No one can predict whether rates will continue to decline, and it is a mistake to think that the problem of teen pregnancy is close to being solved. The consequences for young parents, particularly mothers and their children, are high, and diminished economic prospects are only part of the problem. First among strategies suggested to prevent teen pregnancy is providing information about how to reduce risk-taking behaviors, such as unprotected sexual activity. A discussion of myths and facts about teen pregnancy is followed by a U.S. profile of teen pregnancy and profiles for the 50 states and the District of Columbia. Appendixes contain the teen abortion rate by state and the teen pregnancy rate by state. Definitions and data sources are included. (Contains four tables, five figures, one chart, and eight references.) (SLD)

ED 431 055 UD 032 953

Alvarado, Rose; Kumpfer, Karol L.
Effective Family Strengthening Interventions. Juvenile Justice Bulletin. Family Strengthening Series.
PUB DATE- 98
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Delinquency; Early Intervention; *Family Programs; Parent Education; Parenting Skills; *Prevention; Program Descriptions; Therapy; Training

This bulletin summarizes the results of a training and technology transfer program focussing on strengthening families for the prevention of delinquency. A national search was conducted for representative family strengthening programs, and through a process that involved national conferences, regional training sessions, and technical assistance, 25 programs were selected as examples of family strengthening efforts. The programs fell into three broad types: behavioral parent training, family therapy interventions, and family skills training. The review of program activities suggests that there is no one best way to conduct a family intervention program, but some principles for program effectiveness were identified. These center on tailoring the program to the needs of people served, with culturally aware and developmentally appropriate interventions. Research shows that family strengthening programs can curb crime and delinquency, and that to be maximally effective, delinquency prevention programs must start as early as possible. (Contains 155 references.) (SLD)

ED 431 056 UD 032 957

Gasman, Marybeth
Nurturing African American Scholars and Leaders: An Explanation of Fisk University's Basic College Program (1951-1956).

Council on Measurement in Education (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Entrance Examinations; *Comparative Analysis; *Equated Scores; Error of Measurement; High Schools; Higher Education; *Research Methodology; Sample Size; Test Format
IDENTIFIERS- ACT Assessment; *Concordance (Data); *Equipercentile Equating; Scholastic Assessment Tests; Smoothing Methods

This paper focuses on methodological issues in applying equipercentile equating methods to pairs of tests that do not meet the assumptions of equating. This situation is referred to as a concordance situation, as opposed to an equating situation, and the end result is a concordance table that gives "comparable" scores between the tests. Interpretation of results is more ambiguous for a concordance situation than an equating situation, due to weaker assumptions, so that inappropriate use of results may be a problem. Examples are presented of specific issues that arose in applying equipercentile methods to create concordance tables between American College Test (ACT) composite and Scholastic Assessment Test (SAT) verbal plus mathematics scores for both a large group of 14 institutions and 2 states and individual institutions within that pooled group. Issues include data collection and cleaning, applying the equipercentile method, choosing smoothing methods, computing concordance standard errors, and adjusting for sample size. The examples illustrate that it cannot be assumed that procedures that are appropriate for an equating situation are also appropriate for a concordance situation. Each pair of tests to be linked must be considered a unique situation. (Contains 5 tables, 9 figures, and 16 references.) (SLD)

ED 431 034 TM 029 868

Katayama, Andrew D.; Crooks, Steven M.; Nelson, Charles E.
Effects of Notetaking Format on Achievement When Studying Electronic Text.
PUB DATE- 99
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; *Computer Assisted Instruction; Higher Education; *Notetaking; Test Format; *Transfer of Training; *Undergraduate Students

Two experiments were conducted to investigate the effects of notetaking on achievement while studying electronic text. In the first experiment, 83 students studied 1 of 3 sets of notes (partial, skeletal, and control) for the effects on posttest performance (on fact, structure, and transfer tests). No differences were found between groups on the fact or structure tests. However, on the transfer test students in the partial condition significantly outperformed those in the control condition. In the second experiment, 77 undergraduates studied 1 of 2 sets of notes (control versus partial), and a pairwise comparison was conducted to detect differences between the 2

PUB DATE- 99
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Historical Materials (060),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Black Colleges; *Black Students; College Students; *Early Admission; Educational Environment; High School Students; *Leadership Training; Models; *Scholarship; School Entrance Age
IDENTIFIERS- African Americans; *Fisk University TN

Fisk University, under the administration of Charles Johnson, developed a Basic College program that might serve as a model for future efforts to advance student learning and encourage leadership and scholarship among African Americans. In the early 1950s, Johnson, then president of Fisk, created an environment that gave young blacks the benefits of integration. The Basic College Early Entrant program Johnson founded sought out exceptional high school students in their junior or senior years and allowed them to proceed at an accelerated pace toward the bachelor's or master's degree. In addition, the Basic College exposed students to a variety of national and international scholars, artists, and political figures in small group settings. After the first 2 years, Johnson expanded the Basic College program to all freshmen and sophomores, but kept the early entrants program as a separate entity. Eventually, the early entrants were placed in the same courses as the advanced freshmen. In spite of its success and the high academic achievement of the early entrants, the program ended with the death of Charles Johnson in 1956. Nevertheless, the Basic College program provides an example of an overall educational environment to stimulate and nurture the minds of black students. (Contains 21 endnotes.) (SLD)

ED 431 057 UD 032 958

Richards, Janet C.; Gipe, Joan P.
"First We Read a Great Book": Interfacing Literacy Instruction with the Arts in Two Urban Elementary Schools. Preservice Teachers' Case Quandaries and Accomplishments.
PUB DATE- 99
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Art Education; Case Method (Teaching Technique); Disadvantaged Youth; Elementary Education; Higher Education; Language Arts; *Literacy Education; Preservice Teacher Education; *Preservice Teachers; Qualitative Research; Urban Schools

This qualitative inquiry examines preservice teachers' cases describing their reflective thinking, hopes, concerns, problems, and achievements as they address the complexities of devising and offering literacy-based arts lessons to students in two urban elementary schools. The researchers examined and categorized 203 teaching cases written by 8 groups of preservice teachers. Analysis revealed 11 major themes. Ten themes related to problematic issues, such as classroom teachers' apathy and disinterest during art lessons. A single theme highlighted the achievements and successes of preservice teachers as they recognizes the increased motivation and groups on structure and transfer tests. No significant differences were found on the structure test, but once again, there was a significant difference found in favor of the partial condition. Providing students with partial notes on the computer may be more beneficial than having them take their own notes (without any guidance) when they are tested over transfer items. (Contains 2 figures, 2 tables, and 21 references.) (Author/SLD)

ED 431 035 TM 029 869

Perkhounkova, Yelena; Dunbar, Stephen B.
Influences of Item Content and Format on the Dimensionality of Tests Combining Multiple-Choice and Open-Response Items: An Application of the Poly-DIMTEST Procedure.
PUB DATE- 99
NOTE- 44p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Tests; Constructed Response; Estimation (Mathematics); Grade 7; Grade 8; *Junior High School Students; Junior High Schools; Language Arts; Mathematics Tests; Multiple Choice Tests; Test Construction; *Test Items
IDENTIFIERS- *Dimensionality (Tests); *DIMTEST (Computer Program); Open Ended Questions

The DIMTEST statistical procedure was used in a confirmatory manner to explore the dimensionality structures of three kinds of achievement tests: multiple-choice tests, constructed-response tests, and tests combining both formats. The DIMTEST procedure is based on estimating conditional covariances of the responses to the item pairs. The analysis was conducted on the results from the joint administration of the Constructed-Response Supplement to the Iowa Tests of Basic Skills and Form M of the Iowa Tests of Basic Skills, using samples of 952 seventh graders and 882 eighth graders for the language tests, and 889 seventh graders and 918 eighth graders for the mathematics tests. Three potential sources of dimensional distinctness among items in the tests, caused by item format, item content, and item location, were investigated. The results differed for language and mathematics achievement tests, in part because the tests were dissimilar with regard to content composition and the number of items in the whole tests as well as subtests that were analyzed. The Poly-DIMTEST analysis presented provides evidence of dimensional heterogeneity of tests intended to provide assessments that are balanced with respect to the content composition of a targeted construct. The analysis also suggests that combining items of different formats may introduce additional complexity into the dimensionality structure of the composite test. (Contains 1 figure, 8 tables, and 31 references.) (SLD)

ED 431 036 TM 029 991

Investing in Learning: A Policy Statement with Recommendations on Research in Education by the National Educational Research Policy and Priorities Board.
PUB DATE- 99
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

enthusiasm of disruptive or academically at-risk students when students became fully engaged in arts activities. Implications of the inquiry underscore the importance of providing preservice teachers with hands-on encounters with the arts and the potential dangers of reducing or eliminating the arts in elementary education. (Contains 1 table and 39 references.) (Author/SLD)

ED 431 058 UD 032 960

McDermott, Peter C.; Rothenberg, Julia Johnson
Teaching in High Poverty, Urban Schools--Learning from Practitioners and Students.
PUB DATE- 99
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Awareness; *Disadvantaged Youth; *Diversity (Student); Elementary School Students; Elementary Secondary Education; Focus Groups; Language Minorities; Middle School Students; Poverty; Secondary School Students; *Student Attitudes; *Teacher Attitudes; Urban Schools; *Urban Teaching; Urban Youth

What are the thoughts of exemplary teachers from high poverty schools on linguistic diversity and cultural responsiveness? What do inner-city children say about their best teachers? In focus groups, faculty and students from high poverty schools were asked about the qualities and characteristics of exemplary urban teachers. One focus group consisted of three urban elementary school teachers, and the other was made up of six middle and secondary school students. Analyses of their discussions reveals that exemplary teachers are passionate and committed to children's learning. They hold high expectations for all children's learning. Although sensitive about issues of linguistic diversity, the exemplary teachers believe all children must learn the dominant code. Unlike teachers in other studies of exemplary urban faculty, the teachers in this study did not participate in community activities. Yet, they connected with children by constructing personal and caring places for learning, making learning exciting with varied activities, integrating cultural knowledge through literature, using humor, conducting field trips, and sometimes inviting children to their homes and communities. (Contains 14 references.) (SLD)

ED 431 059 UD 032 961

Hennon, Lisa
Urban Planning and School Architecture: Homologies in Governing the Civic Body and the School Body.
PUB DATE- 99
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Architecture; Building Design; *Curriculum Development; Educational Facilities Design; *Educational

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Agenda Setting; Educational Change; Educational Improvement; *Educational Research; Elementary Secondary Education; *Needs Assessment; Research Methodology; *Research Needs
IDENTIFIERS- National Educational Res Policy and Priorities Bd

This document is the first comprehensive statement on research in education issued by the National Educational Research Policy and Priorities Board (NERPPB) that draws on systematic inquiry over the past 4 years. Recommendations are made for legislative and administrative changes to improve research, development, and communication of research activities sponsored by the federal government. Two important trends provide the context for these recommendations. The first is the increasing number of students "at risk" in the school districts that are least able to marshal the resources to help them. The second is the accelerating growth of information technology. Two conclusions that emerge from educational research are that research has a proven record in educational improvement and that federal support for education is an investment that must be expanded. Twenty-three specific recommendations are made to work toward the following goals: (1) priorities are set and activities are problem-centered; (2) high standards of quality are created and upheld; (3) work is collaborative and rigorous; and (4) the research mission is congruent with resources. (Contains 16 references.) (SLD)

ED 431 037 UD 032 929

Steward, Robbie J.; Hill, Martin
Using Familialism within the Schools To Increase Attendance and Academic Performance of African American Urban High School Freshmen: Evaluating the Student-Teacher-Parent Support Unit.
PUB DATE- 99
NOTE- 24p.; Paper presented at the Great Lakes Regional Conference of the American Psychological Association (Columbus, OH, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Attendance; *Black Students; High Risk Students; *High School Freshmen; *Partnerships in Education; Teacher Student Relationship; *Urban Schools; Urban Youth
IDENTIFIERS- African Americans

The primary objective of this paper is to present the outcome of an evaluation of the effect of the implementation of a learning community on the academic performance and academic involvement (attendance) of 50 urban African American freshmen who had been identified as at highest risk for academic failure. The learning community, the Student-Teacher-Parent Support (STPS) Unit, created guidelines to work collaboratively with students, parents, and counselors to insure the best possible climate for learning. The STPS Unit was found to be most effective in increasing the academic performance and academic involvement of academically unprepared students. Attendance and academic performance were found to be significantly higher for participants in the STPS Unit than for nonparticipants in a control group. (Contains 7 tables and 10 references.) (Author/SLD)

ED 431 038 UD 032 930

Facilities Planning; Educational History; Elementary Secondary Education; Teaching Methods; *Urban Planning
IDENTIFIERS- *Discourse

This paper is a preliminary examination of homologous shifts in U.S. discourses of school architecture and "planning" as they relate to curricular reforms and inventions of new pedagogical techniques. The strategy of discursive analysis uses Michel Foucault's conceptualization of "governmentality" to examine discourses on the design and building of schools. The purpose is to question underlying assumptions about "space" and historical reasonings about a place called school. Particular historical junctures in discourses of school architecture provide the contingent conditions and reasonings on which the current debates about reform of school design seem reasonable and make sense. Schematically, they are: (1) the common school discourses of the "school house" during the 19th century; (2) the emergence of the "school-plant," which introduced city "planning" discourses into the discourses of school design during the 1920s and 1930s; (3) the "open-plan" in the 1950s that followed as a critique of the "school-plant"; and (4) the enfolding and redeployment of elements of the "school-house," "classroom school-plant," and the "open plan" in the "school-as-community." (Contains 88 references and 14 endnotes.) (Author/SLD)

ED 431 060 UD 032 962

Murphy, Jean C.
Black Hegemony, a Significant Influence in the School Success of High-Achieving African Americans.
PUB DATE- 98
NOTE- 265p.; Doctoral Dissertation, National-Louis University.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041)
DESCRIPTORS- *Academic Achievement; Biographies; Black Culture; *Blacks; *Educational Attainment; *Socialization; *Values
IDENTIFIERS- *African Americans; Gates (Henry Louis Jr); *Hegemony; Lawrence (Margaret Morgan); Taulbert (Clifton L)

This is an interpretive study of the influence of Black Hegemony on the academic success of three successful African Americans: Clifton L. Taulbert, Henry Louis Gates, Jr., and Margaret Morgan Lawrence. All three spent their youth in southern communities strongly influenced by Jim Crow laws and customs, and their academic accomplishments were influenced by the extraordinary influence of Black Hegemony, a socialization process in the African American community that influences and facilitates academic success. Black Hegemony is defined as the complex ordering and patterning of behaviors, creeds, and ways of thinking, along with the educational traditions, practices, and values that are found in African American culture. Examining the lives of these three subjects shows how they were successfully socialized into the world of school and academia. Taulbert, businessman and well-known speaker, Lawrence, author and child psychiatrist, and Gates, author and historian, present unique voices and perspectives on African American life as affected by aspects of Black Hegemony, especially a belief in education as the key to success. (Contains 8 figures and 82 references.) (Author/SLD)

ED 431 061 UD 032 963

Taylor, Gail Garrett; Hiatt-Michael, Diana
Mentoring of Female African American Adolescents.

Lanese, James F.
A Review of Voucher Program Studies, 1998. Cleveland Public Schools.
PUB DATE- 99
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Educational Vouchers; Elementary Secondary Education; *Parent Attitudes; Private Schools; Program Effectiveness; Program Evaluation; Public Schools; *Urban Schools
IDENTIFIERS- *Cleveland Public Schools OH

Since the inception of the Cleveland (Ohio) Scholarship and Tutoring Grant Program in 1996, much attention has focused on the program and its progress. A number of studies have been conducted of the implementation and early outcomes of the initiative. Of particular interest are the following: (1) the Program on Education Policy and Governance Report, a survey of nearly 200 parents; (2) the American Federation of Teachers report, a study of the first year of implementation; (3) the Public Policy Forum report, an interview study of about 270 parents, teachers, and administrators; and (4) reports from Indiana University on various aspects of the program. In general, voucher participants do not seem to have demonstrated achievement gains (as a result of attending private school) greater than their public school counterparts. Parent satisfaction and selection reasons tend to explain each other. Parents of public and private school students also tend to pay more attention to nonachievement factors in what they look for in a school. Overall, the voucher program does not seem to have clear impacts on academic achievement. (Contains 15 references.) (SLD)

ED 431 039 UD 032 931

Valente, Michael E.
Chicago School Reform and the Production Model.
PUB DATE- 99
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Economic Factors; *Educational Change; Elementary Secondary Education; Institutional Characteristics; *Least Squares Statistics; Models; *Productivity; School Restructuring; Teacher Attitudes; *Teachers; *Urban Schools
IDENTIFIERS- *Chicago Public Schools IL

The passage of the Chicago (Illinois) School Reform Act introduced a model of schools called the production model. This model defines the structures of the school by its inputs, throughputs (or production process), and outputs. The production model produces quantitative reports describing the fiscal condition and the quality of output, thus creating a fiscal scorecard. Survey responses from 10,170 teachers from 331 Chicago schools were the data for an analysis using partial least squares path analysis (PLSPath). PLSPath indicates causal

PUB DATE- 99
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Black Students; Educational Attainment; *Females; *High Risk Students; High Schools; Interpersonal Relationship; *Mentors; Role Models; *Teacher Student Relationship
IDENTIFIERS- African Americans

This study examined selected perceptions and background demographics of 14 at-risk African American female adolescents in their relationships with 1 African American adult female who served as their nonfamilial, long-term mentor. In some cases, the mentoring relationship lasted as long as 21 years. The research focused on whether or not mentoring was truly effective for this group, and whether it should extend beyond an academic focus. Findings suggest that nonfamilial mentoring of at-risk African American female adolescents enables them to have higher life aspirations. Most of the mentees went on to complete high school with a grade point average of at least 2.0, and many went on to college. The study also shows that a critical element in a mentor/mentee relationship is the intimacy of trust given and received. Another conclusion is that mentoring is a very complex relationship in which the mentor may play multiple roles. Many mentors began to see themselves as quasi-parents, and several mentees saw themselves as part of a family with the mentor. In fact, the mentor was often a support for the mentee's families. (Contains 93 references.) (SLD)

ED 431 062 UD 032 964

Juvenile Mentoring Program (JUMP). Juvenile Justice and Delinquency Prevention Act of 1974 as Amended in 1992 (Pub. L.93-415:42 U.S.C. 5667e et seq.). Report to Congress, 1998.
PUB DATE- 98
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *At Risk Persons; Delinquency; Elementary Secondary Education; *Intervention; *Mentors; Prevention; Program Descriptions; Program Evaluation; *Urban Youth

In 1992, Congress established the Juvenile Mentoring Program (JUMP). This report describes the initial stages of the ongoing evaluation of 93 projects funded under JUMP and includes its preliminary findings, which suggest hope for the future. Positive outcomes of the evaluations to date include reports from both mentors and youth that mentoring was a positive experience, and that youth benefited from the experience, especially by staying away from alcohol and drugs, avoiding fights and friends who are trouble, keeping away from gangs, and not using guns or knives. The report begins with an overview of JUMP programs. The second chapter describes individual JUMP grants and the intervention models grantees have selected. Chapters 3, 4, and 5 provide descriptions of the youth being served, their volunteer mentors, and the nature of their mentoring relationship. The report also presents initial evaluation findings and some promising indicators of success.

relationships between latent variables and reflects the relative strength of the latent constructs defined by its manifest variables. Analysis of survey responses indicates that teachers see themselves as the central characters within the school and the sole determinant of the productive output. However, the races of the students, the organizational health of the school, and, on occasion, the external community determine the output. Data also suggest that the teachers view the principal as a deliverer of goods and services who maintains the teachers' commitment to productivity. Suggestions for further research include attention to the role of money in the model. (Contains 5 tables and 29 references.) (SLD)

ED 431 040 UD 032 932

Benson, Peter L.; Scales, Peter C.; Leffert, Nancy; Roehlkepartain, Eugene C.
A Fragile Foundation: The State of Developmental Assets among American Youth.
PUB DATE- 99
NOTE- 203p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Behavior Patterns; *Child Development; *Disadvantaged Youth; Elementary Secondary Education; Futures (of Society); *High Risk Students; *Risk; *Urban Youth; Well Being

This report presents both a framework for understanding positive factors that contribute to the healthy development of young people, termed "developmental assets," and a portrait of 6th-to-12th-grade youth based on that framework. The report analyzes and interprets data from 99,462 youth in 213 communities collected during the 1996-97 school year. The first chapter gives background material about the assets and the young people surveyed. The second chapter gives in-depth information about each of the eight categories of assets, and chapter 3 examines the deficits and patterns of high-risk behavior that threaten to compromise healthy development. Chapter 4 builds links between the developmental assets and the risky behaviors and shows how assets promote eight indicators of thriving. Chapter 5 pulls the pieces together to suggest an overall goal for well-being, and suggests that all elements of society share the blame and the responsibility for the problems faced by young people today. Documenting the realities of young people's lives makes it possible to build a firm foundation for their futures. Four appendixes contain background information and detailed findings on assets, deficits, high-risk behavior patterns, and thriving indicators. (Contains 44 figures and 90 tables.) (SLD)

ED 431 041 UD 032 933

McMillan, James H.; Myran, Steve; Workman, Daryl
The Impact of Mandated Statewide Testing on Teachers' Classroom Assessment and Instructional Practices.
SPONS. AGENCY- Metropolitan Educational Research Consortium, Richmond, VA.
PUB DATE- 99
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19- 23, 1999). Funding also provided by the Virginia Educational Research Association.
LANGUAGE- English

Four appendixes list JUMP grant awards by state, a summary of the grant awards, grantee locations, and additional resources. (Contains 22 exhibits and 45 references.) (SLD)

ED 431 063 UD 032 965

Schwartz, Wendy
Family Literacy Strategies To Support Children's Learning. ERIC Digest Number 144.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Curriculum Development; *Family Literacy; Family Programs; *Literacy Education; *Parent Education; Parent Participation; Preschool Education; Program Evaluation; Urban Schools; Urban Youth
IDENTIFIERS- ERIC Digests

To help guide family literacy program developers in shaping their curriculum, and educators and community leaders in creating independent parenting programs, this digest describes the parenting education component of successful urban programs. In general, family literacy programs have three basic components: adult education, parenting education, and early childhood education for preschoolers. The parenting skills component of family literacy programs generally includes training parents to be their children's primary teachers and full partners in the children's education and interactive literacy activities involving parents and their children. Usual places of service, curricula, staffing, and ancillary services are described. Ongoing evaluation that includes the perspectives of participants helps ensure the efficacy of a program. (Contains 11 references.) (SLD)

ED 431 064 UD 032 966

Schwartz, Wendy
Building on Existing Strengths To Increase Family Literacy. ERIC Digest Number 145.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Family Literacy; Family Programs; *Literacy Education; Parent Education; *Parent Participation; Partnerships in Education; Preschool Education; Program Effectiveness; Program Evaluation
IDENTIFIERS- ERIC Digests; *Even Start; *Family Strengths

This digest focuses on strategies for reaching families and increasing family literacy that reflect the strengths families already have. The Federal Even Start Family Literacy Program, authorized in 1988, is the catalyst for much of the family literacy activity nationally. Funded programs must adhere to Even Start's core organizational curriculum, and evaluation

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Assessment; Educational Change; *Educational Practices; *Instruction; *Standardized Tests; State Legislation; *State Programs; Teacher Attitudes; Teacher Surveys; *Teachers; Teaching Methods; Testing Programs
IDENTIFIERS- *Virginia Standards of Learning Program

The impact of the new Virginia statewide Standards of Learning (SOL) testing program on classroom instructional and assessment practices was studied through surveys before and after implementation of the testing program. The sample represented responses from 570 secondary school teachers (of mathematics, social studies, English, and science) and 152 elementary school teachers from grades 3 through 5. Teachers were asked about changes in their instructional and assessment practices. Comments were made by 80 teachers on a second survey the following year, which also asked about the impact of the SOL tests on instruction or assessment. Although the generalizability of the data may be limited by the relatively small number of schools represented, both qualitative and quantitative data support the conclusion that teachers in this study changed their assessment and instructional practices in 1997, before any administration of the SOL tests. More than 80% of teachers responded that the SOL tests had an impact on their instruction or assessment, with most changes in instruction. (Contains 3 tables and 11 references.) (SLD)

ED 431 042 UD 032 934

Paglin, Catherine; Fager, Jennifer
Alternative Schools: Approaches for Students at Risk. By Request...
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; Disadvantaged Youth; *Dropouts; *High Risk Students; High Schools; Institutional Characteristics; *Nontraditional Education; Profiles; Urban Schools; Urban Youth

Alternative schools are defined in this report as schools or programs targeting students who are unsuccessful in the traditional school environment. These schools often see their mission as one of dropout prevention. Certain features are usually associated with alternative schools, including a clear mission, a small enrollment, a more personal relationship between students and teachers, clear rules, high standards, and a flexible schedule. A number of challenges to alternative schools is explored, and some specific practical recommendations are offered for implementing an alternative school program. A "sampler" provides profiles of nine alternative schools in the Northwest region, some urban and some rural. (SLD)

ED 431 043 UD 032 935

Mara, Diane L.
Pacific Islands School-Parent-Community Liaison Project. An Independent Evaluation Report.

requirements and goals, but program models vary greatly and the degree to which programs reflect and involve the families they serve varies, although multisite programs tend to be more generic in organization and curriculum. Recruitment strategies that reflect cultural diversity and local norms, stress personnel contact, and use former program participants are most effective. Considering themselves partners in the learning process both engages and empowers parents. Some curriculum components have been shown to increase family literacy program effectiveness with diverse learners. Especially effective are those that create opportunities for developing traditional literacy skills while showing participants that their native ways of communication are also valid literacy activities. Developing parental skills is the goal of all family literacy programs, and those that build on participants' strengths also build participants' self-esteem. (Contains 12 references.) (SLD)

ED 431 065 UD 032 976

Kim, Chungsoon C.; Miura, Irene T.
A Study of the Relationships between Acculturation, Cultural Identity, Family Bonding, and Parent-Child Conflict among the Korean-American Adolescents.
PUB DATE- 99
NOTE- 6p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acculturation; *Adolescents; Conflict; *Cultural Awareness; *Family Relationship; Immigrants; Immigration; *Korean Americans; *Parent Child Relationship
IDENTIFIERS- Korea

This study examined the relationship of mother-child conflict in immigrant Korean families to their acculturation level, cultural identity, and family bonding, focusing on whether the intensity or frequency of mother-child conflict decreases as the level of acculturation or cultural identity increases. Fifty-two pairs of immigrant Korean American mothers and their children, aged 15 to 18, were interviewed. Twenty-six of the adolescents had been born in Korea and 26 were born in the United States. The intensity of mother-child conflict was significantly related to family bonding as measured by responses to a family bonding scale. The level of acculturation was significantly related to cultural identity, but the relationships among the other variables were not statistically significant. Findings suggest that the frequency of conflict is not related to family bonding, but the intensity of the conflict may be. Findings further suggest that mother-child conflict is not necessarily related to the child's acculturation level or cultural identity, although continued conflict may weaken family bonding. (SLD)

ED 431 066 UD 032 977

Alspaugh, John W.
The Interaction Effect of Transition Grade to High School with Gender and Grade Level upon Dropout Rates.
PUB DATE- 99
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).

PUB DATE- 98
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; *Family Involvement; Focus Groups; Foreign Countries; Models; *Parent Participation; *Parent School Relationship; Program Development
IDENTIFIERS- *New Zealand; *Pacific Islands

A research study was designed to provide evaluative data to the New Zealand Ministry of Education on models and parts of models that would enhance programs for developing liaison between schools and Pacific Islands parents and communities. Information was collected from 6 clusters of schools, for a total of 38 schools. After initial visits to the schools, return visits were scheduled for focus group interviews of parents, teachers, and school management, and individual interviews with the eight liaison people for these schools. Data provide evidence of the high involvement of parents and teachers and give many examples of effective and successful involvement and involvement programs. Information was gathered about the perceptions of administrators, liaison people, parents, and teachers. A model for promoting parent involvement is developed, and some recommendations are made for future contract development for Pacific Island communities and schools to enhance educational achievement. Two appendixes contain interview questions for the study. (Contains 1 figure and 31 references.) (SLD)

ED 431 044 UD 032 936

Olmscheid, Carey
Parental Involvement: An Essential Ingredient.
PUB DATE- 99
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Elementary Secondary Education; *Family Involvement; Literature Reviews; *Parent Participation; *Parent School Relationship; Program Development

This review addresses issues related to parental involvement in their children's education, and what can be done to increase parent participation in education. Findings from the review of research on parental and familial involvement point to the recurring theme that parental involvement is a necessity in education. Research has shown that schools that work well with families have improved teacher/staff morale and higher ratings of teachers by parents. The obvious general recommendation to be derived from this review is that schools should start a parental involvement program if one doesn't already exist. Another general recommendation is that the parental involvement programs need to meet the needs of all those involved, especially parents. Flexibility is the key to successful parent participation programs. Some specific recommendations are made about training teachers and administrators in the development and implementation of parental involvement programs. Nine appendixes provide supplemental information about parent participation, sample forms, and some program descriptions. (Contains 1 figure and 28 references.) (SLD)

ED 431 045 UD 032 937

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Dropout Rate; Dropouts; *High School Students; High Schools; *Instructional Program Divisions; Sex Differences; Tables (Data)

The purpose of this ex post facto study was to explore the interactive relationship among grade level of transition to high school, gender, and grade level of dropping out of high school as factors associated with high school dropout rates. Fifteen schools at each of the most common high school grade spans were studied, for a total of 45 schools. The findings imply that as the grade level of transition to high school is raised, high school dropout rates increase. Boys have larger high school dropout rates than girls. It appears that as the grade level of transition to high school is raised, the difference between dropout rates for boys and girls increases. The highest dropout rates occur at 11th grade. The dropout rates are particularly large for grade 10-12 high schools with the transition to high school at 10th grade. The dropout rates were lowest for both boys and girls in high schools with grade spans from 7 through 12 in which the transition to high school occurred at seventh grade. (Contains 3 figures, 10 tables, and 9 references.) (Author/SLD)

ED 431 067 UD 032 978

Czerwinski, Harvey; Loundmon, Queen Brame
Evaluation of the Professional Services Agreement between the Detroit Public Schools and Sylvan Learning Systems, Inc.
PUB DATE- 99
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Attitudes; Elementary Secondary Education; Low Achievement; Parent Attitudes; Parents; *Performance Contracts; Principals; *Private Sector; Questionnaires; Reading Achievement; *Reading Instruction; Surveys; Tables (Data); Teacher Attitudes; Teachers; *Urban Schools
IDENTIFIERS- *Detroit Public Schools MI; Metropolitan Achievement Tests; Michigan Educational Assessment Program; *Sylvan Learning Systems

In 1997, the Detroit Public Schools Board of Education established an agreement with Sylvan Learning Systems, Inc. to enable Sylvan to provide supplementary reading instruction to selected students in 10 elementary, middle, and high schools. An evaluation was conducted to determine the extent to which Sylvan met its goals. Data indicate that Sylvan did not meet its first goal of providing at least 55 hours of instruction to 1,458 students, and it was not effective in accomplishing its second goal of increasing school MEAP and MAT7 scores. When Sylvan schools were compared with control schools, there were no significant differences in grade 4 and grade 7 reading MEAP scores. Teachers (n=106) had mixed reactions to the Sylvan program, but parents liked the program, and principals (n=10) expressed an interest in continuing Sylvan services in their buildings. It was recommended that Sylvan services be continued, with the program adjusted to pay for the number of hours that actually could be used. Improved cooperation between

Racial Inequality in Schools.
PUB DATE- 98
NOTE- 14p.; Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cultural Awareness; *Disadvantaged Youth; Educational Policy; Elementary Secondary Education; *Equal Education; *Ethnic Groups; Foreign Countries; *Language Minorities; Minority Groups; *Multicultural Education; *Racial Bias
IDENTIFIERS- Cultural Sensitivity; *United Kingdom

In spite of considerable progress on racial equality issues and multicultural education made in the schools of the United Kingdom, many areas of disadvantage remain for ethnic minority students and some new ones have emerged. Quite apart from the moral and educational imperatives behind policies against racism, there are legal implications for schools that neglect these areas of concern. The duties of local authorities under the Race Relations Act of 1976 are outlined. Suggestions are also made for things classroom teachers can do to promote racial equality in the whole school. In addition to their role in making whole-school policy, teachers can do much in specific subject areas to enhance equality for all students and combat racist behavior and assumptions. Some ideas are offered for various subject areas. Sensitivity to the languages and culture of students is needed, and educational establishments can take a leading role in the whole area of equal opportunities. (SLD)

ED 431 046 UD 032 938

Rothstein, Richard
Where's the Money Going? Changes in the Level and Composition of Education Spending, 1991-96.
SPONS. AGENCY- Metropolitan Life Foundation.
PUB DATE- 97
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Finance; Educational Policy; Elementary Secondary Education; *Expenditures; *Regular and Special Education Relationship; Resource Allocation; *School District Spending; *Special Education; Suburban Schools; Urban Schools

This report examines shifts in the amount and composition of school spending growth over the 1991-96 period by analyzing expenditures in nine representative urban and suburban school districts. Major findings are: (1) the share of spending on regular education is shrinking; (2) special education funding grew to 19.0% of all school spending; (3) school lunch and breakfast programs grew to 4.8% of total school spending in 1996; (4) bilingual education programs grew to 2.5% of total school spending in 1996; and (5) the shift of school spending away from the regular education program continues a trend observed over the period from 1967 to 1991. It would, however, be inaccurate to conclude that special education or other special programs have been growing at the expense of regular education; such a conclusion would have to be based on speculation about what would have happened to regular education in the absence of the growth of special programs. This shift is a phenomenon worthy of policymakers' attention. The findings lend some support to the claims of those who deny that schools have wasted added funds received in the last 3 decades.

classroom teachers and Sylvan staff was also recommended. Five appendixes contain MEAP and MAT7 data and the parent, teacher, and principals surveys. (Contains 76 tables.) (SLD)

ED 431 068 UD 032 979

Preventing Violence: Changing Norms in School Communities.
PUB DATE- 97
NOTE- 38p.; Document contains light type and colored photographs.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Attitude Change; Elementary Secondary Education; Norms; *Prevention; Program Development; *School Safety; *Violence
IDENTIFIERS- *School Based Services

This document is intended to be a guide for administrators and other school personnel to develop an effective violence prevention program in their school communities. Violence is about norms, not only the attitudes and behaviors of individuals, but also the perceptions individuals have of the attitudes and behaviors of others. Because the norm fuels the violence, it is the norm that must be targeted for change. The school is an essential arena for change because it is where young people spend a large part of their lives and it is where many students' beliefs about violence are formed and nurtured. In choosing effective strategies for the prevention of violence, it is important to select strategies that are related to the community norms that support violence. Some promising programs for violence prevention are described, focusing on "Get Real about Violence" developed by J. Hawkins and R. Catalano. Criteria are listed for effective school-based violence prevention programs, and lists of 17 resource organizations and 47 suggestions for further reading are provided. (Contains 12 references.) (SLD)

ED 431 069 UD 032 980

Kim, Lori; Zitzer, Marilyn
Powerful Learning Framework for Teachers.
PUB DATE- 99
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Education; *Elementary School Teachers; *Learning; Models; Teaching Methods
IDENTIFIERS- *Accelerated Schools; *Self Reflection

The Powerful Learning Framework was developed by the Accelerated Schools Project in 1997. The framework is an approach that integrates curriculum, instruction, and context through five components. Powerful learning is described as authentic, interactive, learner-centered, inclusive, and continuous. This study was conducted to identify additional descriptors for the components of the Powerful Learning Framework so that the framework can be applied to teachers' learning. The responses of seven teachers to the concepts of powerful learning are used to derive characteristics of powerful learning for teachers related to the initial concepts of the model. For teachers, powerful learning contains these characteristics: (1) teachers can relate what they are experiencing to real issues and

(Contains eight tables, one figure, and four references.) (SLD)

ED 431 047 UD 032 939

Rasell, Edith; Bluestone, Barry; Mishel, Lawrence
The Prosperity Gap: A Chartbook of American Living Standards.
SPONS. AGENCY- Carnegie Corp. of New York, NY.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE- 97
NOTE- 111p.; "Charts by David Webster."
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Economically Disadvantaged; *Government Role; Income; *Living Standards; *Low Income Groups; Quality of Life; Social Indicators; Urban Youth

With many families facing difficult economic times, wealth is becoming increasingly concentrated among the rich. The tables in this "chartbook" illustrate the growing gap between rich and poor. There has been a general decline in economic growth as well as a change in the distribution of income. In addition, corporations have been taking a larger share of the national income as profits, compared to the size of their investments. Jobs are moving out of manufacturing and into the lowest-paid service-sector jobs. Other factors have played a role in the decline in living standards, but taxes, inflation, government size, high U.S. wages, the education and skills of the U.S. work force, and government regulations are considered to play little, if any, role. Figures illustrate the decline in living standards and some causes. An appendix discusses the methodology responsible for the findings presented. (Contains 43 figures and 31 references.) (SLD)

ED 431 048 UD 032 940

One America in the 21st Century: The President's Initiative on Race. One America Dialogue Guide: Conducting a Discussion on Race.
PUB DATE- 98
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Community Development; Community Programs; *Cultural Awareness; *Dialogs (Language); Program Development; Racial Differences; *Racial Relations

This manual was developed to help community members conduct a dialogue on race. When people explore perspectives and ideas, they discover how much they share and learn to appreciate their differences. The nature of the dialogue process can motivate people to work toward change. Sections of the manual explore: (1) "Characteristics of Community Dialogues on Race"; (2) "Getting Started--Steps in Organizing a Dialogue"; (3) "Conducting an Effective Community Dialogue on Race"; and (4) "The Role of the Dialogue Leader." Appendixes list additional resources, pose additional questions for the four phases of dialogue, and contain a directory of 16 resource organizations. (SLD)

ED 431 049 UD 032 941

situations (authentic); (2) teachers interact collaboratively (interactive); (3) teachers become enabled to take charge of their own learning (learner-centered); (4) all teachers have equal access to learning opportunities (inclusive); and (5) teachers reflect on their learning experiences to make connections with previous learning (continuous). Results from the interviews with teachers show that the Powerful Learning Framework can be used to identify the powerful learning experiences of teachers. (Contains 13 references.) (SLD)

ED 431 070 UD 032 981

Sipe, Cynthia L.; Roder, Anne E.
Mentoring School-Age Children: A Classification of Programs.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 99
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classification; *Elementary School Students; Elementary Secondary Education; Interpersonal Relationship; *Mentors; Program Descriptions; *Secondary School Students; Teacher Student Relationship

The National Mentoring Partnership conducted a survey of mentoring programs for school-age children. This report describes the characteristics of the programs, their mentors, and the youth they serve, and presents a classification of mentoring programs based on the data collected. The 722 programs responding to the survey were serving about 115,000 youth aged 5 to 18. Nearly 40% of the programs were less than 5 years old, and newer programs tended to be smaller than those established earlier. Programs tended to have multiple goals for mentoring relationships, but long-established programs were more likely to report personal development or relationship formation as the most important goal for mentoring matches, while newer programs were more likely to report academic or career-related goals as most important for their matches. The developed classification first separates group from one-on-one programs and then divides site-based and community-based programs according to their long-term and short-term emphases and the amount of infrastructure the program contains. Two appendixes discusses study methodology and describe the National Mentoring Partnership's Public Policy Council. (Contains 12 tables, 10 figures, and 7 references.) (SLD)

ED 431 071 UD 032 982

Johnson, Addie M.
Existence under PA's Charter School Law: First Year Reports.
PUB DATE- 99
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Montreal, Quebec, Canada, April 19-23, 1999).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Annual Reports; *Charter Schools; Educational Change; Elementary Secondary Education; Program Evaluation; Rural Schools; *School Choice; School Restructuring; *State Legislation; Suburban Schools; Urban Schools
IDENTIFIERS- *Pennsylvania

Maxson, Cheryl L.
Gang Members on the Move. Juvenile Justice Bulletin. Youth Gang Series.
PUB DATE- 98
NOTE- 14p.; Based on a national study by C. Maxson, K. Woods, and M. Klein (1995) supported by grant #91-IJ-CX-K004. Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Delinquency; *Juvenile Gangs; Juvenile Justice; *Urban Youth

Information from the National Survey on Gang Migration and other literature provides a look at the relationship between gang migration and proliferation. "Gang migration" refers to the movement of gang members from one city to another. Whether such movement has played a major role in the proliferation has been the focus of several studies, including the National Survey on Gang Migration conducted in 1992. Law enforcement personnel in approximately 1,100 cities answered questions about the movement of local gang members, and telephone interviews were conducted with law enforcement officers in 211 cities that reported the arrival of at least 10 migrant gang members in 1991. Findings from these studies and other data provide evidence that gang member migration, although widespread, should not be viewed as the major culprit in the nationwide proliferation of gangs. Law enforcement officers usually do not see migrants as the cause of gang problems. Cities with gang problems should examine the dynamics of their own communities before attributing their gang problems to outside influences. (Contains 3 figures, 2 tables, and 33 references.) (SLD)

ED 431 050 UD 032 942

Smrekar, Claire; Goldring, Ellen
School Choice in Urban America: Magnet Schools and the Pursuit of Equity. Critical Issues in Educational Leadership Series.
SPONS. AGENCY- Spencer Foundation, Chicago, IL.
PUB DATE- 99
NOTE- 151p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Change; Elementary Secondary Education; *Magnet Schools; *Parent Participation; Public Schools; *School Choice; *Urban Schools

The policies and practices that shape magnet schools are examined, and the meaning and importance of magnet schools are explored. The chapters are: (1) "School Choice in the Public Arena"; (2) "The Context of Magnet Schools: The Policies and Politics of Desegregation in Cincinnati and St. Louis"; (3) "Magnet Schools and the Social Context of School Choice"; (4) "Community or Anonymity? Patterns of Parent Involvement and Family-School Interactions in Magnet Schools"; (5) "Magnet School Teachers and Their Workplace"; and (6) "Rethinking Our Choices." Three appendixes discuss the research methodology and the variables constructed from survey questionnaires and contain the interview guide for parents. (Contains 3 figures, 11 tables, and 139 references.) (SLD)

ED 431 051 UD 032 943

This paper provides an update on how some new charter schools have fared during the first year of operation under Pennsylvania's charter school legislation (PA Act 22, June 1997). Data should facilitate an examination of the degree to which the legislation supports or inhibits the entrepreneurial school reform practice of charter schools. Twenty Chief Academic Officers (CAOs) from charter schools completed a questionnaire about operation under the legislation, and 4 CAOs were interviewed. Data suggest that the concerns of most CAOs revolve around the vague language related to charter school-school district issues. The resolution of these issues and the maintenance of fairly good relationships between the charter schools and the school districts hinge on review and revision by state legislators and more precise and consistent determinations by the Pennsylvania State Department of Education. The level of support by the state department of education also appears ambiguous. An interesting finding was that urban charter school CAOs felt more conflict with the local school district than did the CAOs of rural and suburban charter schools. Legislators who wish to support the innovative practices of charter schools must strengthen legislation to support this school reform measure. (Contains 17 references.) (SLD)

Kaufman, Phillip; Klein, Steve; Frase, Mary
Dropout Rates in the United States, 1997. Statistical Analysis Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 99
NOTE- 86p.; For the 1992 report, see ED 363 671.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Census Figures; Dropout Characteristics; *Dropout Rate; *Educational Attainment; Educational Trends; Graphs; High School Graduates; *High School Students; High Schools; *Minority Groups; National Surveys; Racial Differences; Tables (Data); Trend Analysis; *Urban Schools; Urban Youth
IDENTIFIERS- Current Population Survey

This report, 10th in a series, presents data for 1997 on high school dropout rates, and examines high school completion and graduation rates. The report is based on the best and most current national data available, using data from the Current Population Survey of the Bureau of the Census. Data show that about 5 out of every 100 young adults enrolled in high school in 1996 left school before October of 1997 without successfully completing a high school program. This estimate (the "event" dropout rate) of 4.6% was similar to those reported over the last 10 years, but lower than that of the early 1970s. Hispanic students were more likely than white and black students to leave school short of completing a high school program. In 1997, 9.5% of Hispanics were event dropouts, compared with 3.6% of Whites and 5.0% of Blacks. Young adults from families with incomes in the lowest 20% of all family incomes were nearly seven times as likely to dropout as were their peers in the top 20% of income distribution. Status dropout rates represent the proportion of young adults aged 16 to 24 years who are out of school and have not earned a high school credential. In October 1997, 11% of the young adults in the United States were in this situation. Hispanic young adults have higher status dropout rates than either Whites or Blacks. In addition, data show that, in 1997, about 86% of all 18-through 24-year-olds not enrolled in school had completed high school or an equivalent credential. Three appendixes contain standard error and time series tables, supplemental tables, and technical notes. (Contains seven tables and three figures.) (SLD)

ED 431 052 UD 032 946

White, Rob
Public Spaces for Young People: A Guide to Creative Projects & Positive Strategies.
PUB DATE- 98
NOTE- 154p.; Prepared in partnership with the National Campaign Against Violence and Crime.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Disadvantaged Youth; Foreign Countries; Leisure Time; Models; Program Descriptions; Program Development; *Public Facilities; Recreational Activities; Urban Areas; Urban Problems; *Urban Youth; *Youth Programs

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8p. L1 ED 430 423

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AA - ERIC Processing and Reference Facility

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CE - Adult, Career, and Vocational Education

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SO - Social Studies/Social Science Education (continue)

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SP - Teaching and Teaching Education

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CG - Counseling and Student Services

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CS - Reading, English, and Communication

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EA - Educational Management

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TM - Assessment and Evaluation

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EC - Disabilities and Gifted Education

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UD - Urban Education

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HE032049	ED430458
HE032050	ED430459
HE032051	ED430460
HE032052	ED430461
HE032053	ED430462
HE032054	ED430463
HE032055	ED430464
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HE032060	ED430469
HE032061	ED430470
HE032062	ED430471
HE032063	ED430472
HE032064	ED430473
HE032065	ED430474
HE032066	ED430475
HE032067	ED430476
HE032068	ED430477
HE032069	ED430478
HE032070	ED430479
HE032071	ED430480
HE032072	ED430481
HE032073	ED430482
HE032074	ED430483
HE032075	ED430484
HE032076	ED430485
HE032077	ED430486
HE032078	ED430487
HE032079	ED430488
HE032080	ED430489
HE032081	ED430490
HE032082	ED430491
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HE032084	ED430493
HE032085	ED430494
HE032086	ED430495
HE032087	ED430496
HE032088	ED430497
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HE032090	ED430499
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HE032094	ED430503
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HE032097	ED430505//
HE032098	ED430506//
HE032099	ED430507//
HE032100	ED430508//
HE032101	ED430509//
HE032102	ED430510

HE032103	ED430511
HE032151	ED430512
HE032152	ED430513
HE032153	ED430514

IR - Information and Technology

IR019485	ED430515
IR019486	ED430516
IR019487	ED430517
IR019488	ED430518
IR019489	ED430519
IR019490	ED430520
IR019491	ED430521
IR019492	ED430522
IR019493	ED430523
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IR019495	ED430525
IR019496	ED430526
IR019497	ED430527
IR019498	ED430528
IR019499	ED430529
IR019500	ED430530
IR019501	ED430531
IR019556	ED430532
IR019557	ED430533
IR019558	ED430534
IR019559	ED430535
IR019560	ED430536
IR019566	ED430537
IR019567	ED430538
IR019568	ED430539
IR019569	ED430540
IR019570	ED430541
IR019575	ED430542
IR019576	ED430543
IR019577	ED430544
IR019578	ED430545
IR019579	ED430546
IR019580	ED430547
IR019581	ED430548
IR019582	ED430549
IR019583	ED430550
IR019684	ED430551
IR019685	ED430552
IR019686	ED430553
IR019687	ED430554
IR019695	ED430555
IR019696	ED430556
IR019697	ED430557
IR019698	ED430558
IR019699	ED430559
IR019701	ED430560//
IR019702	ED430561
IR019703	ED430562
IR019704	ED430563
IR019705	ED430564
IR056457	ED430565
IR056855	ED430566
IR057236	ED430567
IR057238	ED430568
IR057348	ED430569
IR057349	ED430570
IR057350	ED430571

IR057351	ED430572
IR057353	ED430573
IR057354	ED430574//
IR057355	ED430575
IR057356	ED430576
IR057357	ED430577
IR057358	ED430578
IR057359	ED430579
IR057360	ED430580//
IR057361	ED430581
IR057363	ED430582
IR057364	ED430583
IR057369	ED430584

JC - Community Colleges

JC990001	ED430585
JC990192	ED430586
JC990193	ED430587
JC990222	ED430588
JC990251	ED430589
JC990252	ED430590
JC990255	ED430591
JC990256	ED430592
JC990257	ED430593
JC990258	ED430594
JC990260	ED430595
JC990261	ED430596
JC990262	ED430597
JC990263	ED430598
JC990265	ED430599
JC990266	ED430600
JC990267	ED430601
JC990268	ED430602
JC990269	ED430603
JC990270	ED430604
JC990271	ED430605
JC990272	ED430606
JC990273	ED430607
JC990274	ED430608
JC990276	ED430609
JC990277	ED430610
JC990278	ED430611
JC990279	ED430612
JC990281	ED430613
JC990282	ED430614
JC990285	ED430615
JC990288	ED430616
JC990290	ED430617
JC990296	ED430618
JC990298	ED430619
JC990300	ED430620
JC990301	ED430621
JC990303	ED430622
JC990304	ED430623
JC990305	ED430624
JC990306	ED430625
JC990307	ED430626
JC990308	ED430627
JC990309	ED430628
JC990310	ED430629
JC990311	ED430630
JC990312	ED430631
JC990313	ED430632

JC990314	ED430633
JC990315	ED430634
JC990317	ED430635
JC990320	ED430636
JC990324	ED430637
JC990325	ED430638
JC990326	ED430639
JC990327	ED430640
JC990328	ED430641
JC990329	ED430642
JC990330	ED430643
JC990331	ED430644
JC990332	ED430645
JC990333	ED430646
JC990334	ED430647
JC990335	ED430648
JC990336	ED430649
JC990337	ED430650
JC990338	ED430651
JC990339	ED430652
JC990341	ED430653
JC990342	ED430654
JC990343	ED430655
JC990344	ED430656
JC990345	ED430657
JC990346	ED430658
JC990348	ED430659
JC990349	ED430660
JC990350	ED430661

PS - Elementary and Early Childhood Education

PS026648	ED430662//
PS026756	ED430663
PS026781	ED430664//
PS026784	ED430665//
PS026819	ED430666//
PS027338	ED430667
PS027504	ED430668
PS027524	ED430669
PS027554	ED430670
PS027557	ED430671
PS027562	ED430672
PS027575	ED430673
PS027578	ED430674
PS027579	ED430675
PS027589	ED430676
PS027597	ED430677
PS027598	ED430678
PS027599	ED430679
PS027600	ED430680
PS027609	ED430681
PS027612	ED430682
PS027613	ED430683
PS027614	ED430684
PS027615	ED430685
PS027616	ED430686
PS027619	ED430687
PS027620	ED430688
PS027621	ED430689
PS027622	ED430690
PS027623	ED430691
PS027624	ED430692
PS027625	ED430693

PS027627	ED430694
PS027629	ED430695
PS027630	ED430696
PS027634	ED430697
PS027635	ED430698
PS027639	ED430699
PS027640	ED430700
PS027641	ED430701
PS027645	ED430702
PS027646	ED430703
PS027653	ED430704
PS027654	ED430705
PS027655	ED430706//
PS027658	ED430707
PS027659	ED430708
PS027660	ED430709
PS027662	ED430710
PS027663	ED430711
PS027664	ED430712
PS027665	ED430713
PS027666	ED430714
PS027667	ED430715
PS027668	ED430716
PS027669	ED430717
PS027670	ED430718
PS027671	ED430719
PS027672	ED430720
PS027673	ED430721
PS027674	ED430722
PS027675	ED430723
PS027676	ED430724
PS027677	ED430725
PS027678	ED430726
PS027679	ED430727
PS027680	ED430728
PS027682	ED430729
PS027684	ED430730
PS027685	ED430731
PS027686	ED430732
PS027687	ED430733
PS027711	ED430734
PS027712	ED430735
PS027727	ED430736

RC - Rural Education and Small Schools

RC021501	ED430737//
RC021696	ED430738
RC021850	ED430739//
RC021860	ED430740
RC021863	ED430741
RC021864	ED430742
RC021865	ED430743
RC021881	ED430744//
RC021942	ED430745
RC021967	ED430746//
RC021968	ED430747
RC021969	ED430748
RC021970	ED430749
RC021971	ED430750
RC021982	ED430751
RC021983	ED430752
RC021984	ED430753
RC021985	ED430754//

RC021986	ED430755
RC021987	ED430756
RC021988	ED430757
RC021989	ED430758
RC021990	ED430759
RC021991	ED430760
RC021992	ED430761
RC021993	ED430762
RC021994	ED430763
RC021995	ED430764
RC021996	ED430765
RC021997	ED430766
RC021998	ED430767
RC021999	ED430768
RC022000	ED430769
RC022001	ED430770
RC022002	ED430771
RC022003	ED430772

SE - Science, Mathematics, and Environmental Education

SE061481	ED430773
SE061600	ED430774
SE061959	ED430775
SE061960	ED430776
SE062385	ED430777
SE062400	ED430778
SE062410	ED430779
SE062446	ED430780
SE062482	ED430781
SE062496	ED430782
SE062524	ED430783
SE062528	ED430784
SE062561	ED430785
SE062562	ED430786
SE062567	ED430787
SE062568	ED430788
SE062570	ED430789
SE062571	ED430790
SE062572	ED430791
SE062573	ED430792
SE062574	ED430793
SE062575	ED430794
SE062576	ED430795
SE062577	ED430796
SE062579	ED430797
SE062580	ED430798
SE062581	ED430799
SE062582	ED430800
SE062586	ED430801
SE062587	ED430802
SE062588	ED430803//
SE062589	ED430804
SE062591	ED430805
SE062592	ED430806
SE062595	ED430807
SE062597	ED430808
SE062598	ED430809
SE062599	ED430810
SE062601	ED430811
SE062602	ED430812
SE062603	ED430813
SE062605	ED430814
SE062618	ED430815//

SE062619	ED430816
SE062620	ED430817
SE062621	ED430818
SE062622	ED430819//
SE062623	ED430820//
SE062624	ED430821
SE062625	ED430822
SE062629	ED430823
SE062634	ED430824
SE062639	ED430825

SO - Social Studies/Social Science Education

SO029169	ED430826
SO029193	ED430827
SO029547	ED430828
SO029548	ED430829
SO029549	ED430830
SO029550	ED430831
SO029551	ED430832
SO029552	ED430833
SO029553	ED430834
SO029554	ED430835
SO029627	ED430836//
SO029628	ED430837//
SO029646	ED430838
SO029662	ED430839
SO029663	ED430840
SO029664	ED430841
SO029665	ED430842
SO029666	ED430843
SO029667	ED430844
SO029684	ED430845
SO029702	ED430846
SO029703	ED430847
SO029704	ED430848
SO029705	ED430849
SO029707	ED430850
SO029718	ED430851
SO029720	ED430852
SO029728	ED430853